



Safeguarding & Child Protection Policy

Prepared by:	Astrid Edwards & Pete White
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Part one Safeguarding Policy	
Overarching principles and requirements:	Application within the Trust:

<p>1.0 Introduction</p> <p>Safeguarding and promoting the welfare of children is defined as</p> <ul style="list-style-type: none"> • protecting children from maltreatment • preventing impairment of children's mental and physical health or development • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care • taking action to enable all children to have the best outcomes <p>Children includes everyone under the age of 18.</p> <p>Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSIE following the enactment of The Education and Training (Welfare of Children) Act 2021.</p> <p><i>Please refer to KCSIE 2021 Part One</i></p> <ul style="list-style-type: none"> • <i>Safeguarding information for all staff</i> • <i>What school and college staff should know and do</i> • <i>A child centred and coordinated approach to safeguarding</i> 	<p><i>Safeguarding is at the heart of the Trust's Mission, Values, Vision and Strategic Goals as set out in the Trust's 2021-4 Strategic Plan.</i></p> <p><i>This means that the Trust is committed to safeguarding and promoting the welfare of all its young people. The Trust believe that:</i></p> <ul style="list-style-type: none"> • <i>The young people have the right to be protected from harm, abuse and neglect.</i> • <i>They have the right to experience their optimum mental and physical health.</i> • <i>Each of them has the right to an education and young people need to be safe and to feel safe in an academy.</i> • <i>Young people need support that matches their individual needs, including those who may have experienced abuse.</i> • <i>Young people have the right to express their views, feelings and wishes and voice their own values and beliefs and to be taught to do so inclusively and respectfully (see section 14 below).</i> • <i>Our young people should be encouraged to respect each other's values and support each other.</i> • <i>Our young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. The Trust will ensure 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> • <i>The Trust will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risky behaviours.</i>
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	<p><i>All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse and considering when mental health may become a safeguarding issue.</i></p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • <u>Working Together to Safeguard Children (DfE)</u> • <u>Keeping Children Safe in Education 2021: Statutory guidance for schools and colleges (DfE September 2021)</u> • <u>The West Midlands Safeguarding Children Procedures</u> • <u>The Education Act 2002 S175</u> • <u>General Data Protection Legislation (2018)</u> • <u>Mental Health & Behaviour in Schools</u> • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> • Birmingham Safeguarding Children Partnership threshold guidance <u>Right Help Right Time</u> • <u>Multi-agency Statutory Guidance on Female Genital Mutilation,</u> • <u>Protecting Children from Radicalisation: The Prevent Duty, 2015</u> • <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u> • <u>Birmingham RSE Primary Offer</u> 	<p><i>In the Trust the following people will take the lead in these areas:</i></p> <p><i>Data Protection officer: James Plant</i></p> <p><i>Rights Respecting link: Astrid Edwards</i></p> <p><i>Each school will have a named lead for Mental Health</i></p> <p><i>Safeguarding Trustee: Aftab Chughtai</i></p> <p><i>Each Academy Advisory Board (AAB) will have a lead member of safeguarding.</i></p> <p><i>Each academy will have Operation Encompass Key leads.</i></p> <p><i>Each academy in the Trust has a Designated Teacher for Looked After and Previously Looked After Children.</i></p> <p><i>The Trust's online monitoring is carried out by the Digital Safeguarding Administrator, Pervaiz Aziz, who is DSL trained.</i></p>

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| <ul style="list-style-type: none">• <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people</u>• Voyeurism Offences Act 2019• DfE statutory guidance on Children Missing Education | |
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2.0 Overall aims

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

- Adopting a whole Trust approach to safeguarding
- Emphasising the need for ensuring safeguarding and child protection are at the forefront and underpins all relevant aspects of process and policy development in schools and colleges.
- Clarifying standards of behaviour for staff and young people.
- Contributing to the establishment of a safe, resilient and robust ethos in our Trust, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging young people 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 young people face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks young people face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for young people including in the home

This means that in the Trust will:

- *Identify and protect all young people, especially those identified as vulnerable.*
- *Identify individual needs as early as possible; gain the voice and lived experience of vulnerable young people and design plans to address those needs*
- *Work in partnership with young people, parents/carers and other agencies.*

This policy extends to any establishment Trust academies commission to deliver education to the young people including alternative provision settings.

Academic Advisory Board (AAB) members and Trustees will ensure that any commissioned agency will reflect the values, philosophy and standards of our academies. Confirmation is sought that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 Guiding Principles

These are the seven guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in **Right Help Right Time**);

- 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 experiences
- Be open, honest and transparent with families in our approach
- Empower families by working with them
- Work in a way that builds on families' strengths

Build resilience in families to overcome difficulties

*This means that in our academies, all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership (**Right Help Right Time**) and procedures for **Early Help**.*

All staff will be enabled to listen to and understand the lived experience of young people by facilitating solution focused conversations appropriate to young people's preferred communication style.

It also means that where early help is appropriate, the designated safeguarding lead or deputy will liaise with other agencies and completing an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Early help cases will be kept under constant review, and if the child's situation does not improve or is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.

<p>4.0 Expectations</p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding and Child Protection Policy • Understand their role in relation to safeguarding • 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 • Deal with disclosures of abuse from children in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible • 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 	<p><i>This means that in the Trust:</i></p> <p><i>All staff will receive annual safeguarding training and update briefings as appropriate. Visitors will receive information on arrival.</i></p> <p><i>Key staff will undertake more specialist safeguarding training as agreed by Trustees.</i></p> <p><i>In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.</i></p> <p><i>The AAB members and Trustees will be subjected to an enhanced DBS check and ‘Section 128’ check.</i></p> <p><i>The Trust will follow Safer Recruitment processes and checks for all staff.</i></p>
<p>5.0 The Designated Safeguarding Lead (DSL)</p> <ul style="list-style-type: none"> • The DSL will be a member of the Senior Leadership Team. • 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. • DSLs should help promote educational outcomes by working closely with teachers about children’s welfare, safeguarding and child protection concerns. • Governing bodies and proprietors should ensure that the DSL role is explicit in the post-holder’s job description and appropriate time is made available to the DSL and deputy DSLs to allow them to undertake their duties. 	<p><i>Each of the academy in the Trust will have a lead DSL and Deputy DSLs. In addition, there is a Safeguarding Lead for the Trust.</i></p> <p><i>Any steps taken to support a young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>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.</i></p>

- Safeguarding and child protection information will be dealt with in a confidential manner.
- The DSL will ensure that their academy is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil or student: the school will not keep family files. Files will be kept for at least the period during which the pupil or student is attending the school, and beyond that in line with current data legislation and guidance.
- If a pupil or student moves from our schools, child protection and safeguarding 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.
- All in-year applications and transfers will also be reported to the local authority.

Because the Trust's academies use CPOMS or MyConcern and store records electronically, they do not hold paper files.

The Trust's academies will not disclose to a parent any information held on a young person if this would put the child at risk of significant harm

The Trust's academies will record where and to whom the records have been passed and the date when a young person moves to a new academy.

This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child or young person arrives.

6.0 Contextual Safeguarding

Contextual safeguarding is about the impact of the public and social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. 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 focussing on an individual.

In the Trust's academies, DSLs will consider contextual safeguarding and give due regard to the effectiveness of the academy's safeguarding system within the wider system. This will be evidenced in:

- *Informal and formal assessments of need or risk for the child.*
- *Case discussions in DSL supervision sessions.*
- *Patterns of risk in relation to the academy environment and the local area.*

7.0 Mental Health

KCSiE 2021 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.

Mental health support

Additional information has been added to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour.

Department for Education (DfE) (2017) Preventing bullying.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying> [Accessed 14/07/2021].

Department for Education (DfE) (2018) Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> [Accessed 14/07/2021].

Schools and colleges will choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.

In the Trust's academies this means that:

- *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.*
- *Each academy will have a named Senior Mental Health Lead.*
- *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.*
- *All staff will take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of young people through:*
 - **Prevention:** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole academy population, and equipping young people to be resilient so that they can manage the normal stress of life effectively. This will include teaching young people about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.*
 - **Identification:** *recognising emerging issues as early and accurately as possible.*
 - **Early support:** *helping young people to access evidence based early support and interventions.*
 - **Access to specialist support:** *working effectively with external agencies to provide swift access and/or referrals to specialist support teams.*

8.0 The Designated Teacher for Looked After and Previously Looked After Children

- The Trust will appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered young people who are looked after.
- Designated teachers will have responsibility for promoting the educational achievement of children and young people who have left care through adoption, special guardianship or child arrangement orders or who are 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

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker will need educational 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.
- Educational settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Each academy in the Trust has a Designated Teacher for Looked After and Previously Looked After Children

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 child's personal education plan.*
- *Work with the Virtual School headteacher to promote the educational achievement of previously looked after children.*

The Designated Teacher will work with partners to effectively identify the needs of young people with a social worker and ensure they can access interventions that make a difference to their education

The Designated Teacher 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.

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9.0 Governance

In the education system, governing bodies and proprietors should ensure 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:

- The school operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body)
- The Headteacher and all other staff who work with children and young people will undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding and child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay
- The governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures
- The Nominated Governor is responsible for liaising with the Headteacher and DSL over all matters regarding safeguarding and child protection issues. The governor role is strategic rather than operational – they will not be involved in concerns about individual young people

In the Trust, this responsibility lies with the Board of Trustees.

All Trustees and AAB Members must read Keeping Children Safe in Education 2021.

Each school has a AAB member for Safeguarding and Child Protection. The Trust’s nominated Safeguarding Trustee is Aftab Chughtai.

This Trustee will receive safeguarding training relevant to the governance role and this will be updated every two years including the completion of The Annual Certificate in Safeguarding for School Governors. (see The National College platform).

The Board of Trustees and individual AABs will review all policies and procedures that relate to Safeguarding and Child Protection annually.

The CEO is nominated to be responsible for liaising with Birmingham Children’s Trust in the event of allegations of abuse being made against a Head of Academy.

The Chair of Trustees, Mr Graham Parker, is nominated to be responsible for liaising with Birmingham’s Children’s Trust in the event of allegations of abuse made against the CEO.

The nominated AAB member will liaise with the Head of Academy and the DSL to produce a report at every AAB meeting and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

If, for some reason, the nominated AAB member cannot complete this report, it will be included within the Head of Academy’s report. This is then overseen by the Education and Standards Committee (ESC), which in turn reports to the Board. The ESC

	<i>will also receive and scrutinise a report from the Trust Safeguarding Lead.</i>
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10.0 Safer recruitment and selection

The school should follow part 3 of 'Keeping Children Safe in Education' 2021 (KCSIE) and pay full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

Evidence of these checks must be recorded on the Single Central Record.

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

This means that in the Trust:

Each academy will identify staff who have undertaken Safer Recruitment training. All academy senior leadership team members and strategic directors will have up-to-date certified, safer recruitment training.

There must be at least one of the Safer Recruitment trained individuals involved in staff recruitment processes, sitting on the recruitment panel.

<p>10.1 Induction</p> <p>All staff, especially staff 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 staff induction.</p> <p>10.2 Staff support</p> <ul style="list-style-type: none"> • Regular safeguarding supervision will be offered to the Lead DSL within school • 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 • DSLs will be supported to access training as appropriate including training in behaviour and mental health • All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC’s Education Safeguarding team 	<p><i>Staff induction process will cover:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding and Child Protection policy.</i> • <i>The Behaviour Policy.</i> • <i>The Staff Code of Conduct</i> • <i>The safeguarding response to children who go missing from education.</i> • <i>The role of the DSL (including the identity of the DSL and any deputies).</i> <p><i>Copies of other relevant policies or links to Part One of KSCIE 2021 are provided to staff at induction.</i></p> <p><i>The Trust recognises the importance of practice oversight and multiple perspectives in safeguarding and child protection work. The Trust will support staff by providing opportunities for reflective practice including the opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>
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11.0 The use of reasonable force

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 and young people.

This can range from guiding a child or young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or 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.

Government advice for ‘Use of Reasonable Force in Schools’ is available [here](#).

This means in the Trust’s academies:

By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.

The Trust’s academes will write individual behaviour plans for the more vulnerable young people and agree them with parents/carers.

The Trust’s academies will not have a ‘no contact’ policy as this could leave staff unable to fully support and protect their young people. The academies will have guidance on the use of reasonable force within there policies.

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

12.0 Each academy's role in the prevention of abuse

This Safeguarding and Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that young people:

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

Safeguarding issues, including online safety, peer on peer abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.

This means that within the Trust:

All staff will be made aware of each academy's unauthorised absence and children missing from education procedures.

The Trust will provide opportunities for young people to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

All policies which address issues of power and potential harm, for example Anti-Bullying, Equal Opportunities, Behaviour, will be inter-linked to ensure a whole school approach.

The Trust recognises the particular vulnerability of children who have a social worker.

13.0 What the Trust will do when the Trust are concerned – Early Help response

Where unmet needs have been identified for a child or young person utilising the **Right Help Right Time** (RHRT) model, but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The child or young person’s voice must remain paramount within a solution focused practice framework.

The primary assessment document is [the Early Help Assessment \(EHA\)](#).

If a Think Family or social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, [seeking advice from Children’s Advice and Support Service \(CASS\) as required](#).

The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school focused support.

*This means that The Trust will: implement **Right Help Right Time***

All staff will notice and listen to young people, sharing their concerns with the DSL in writing.

Safeguarding leads will assess, plan, complete and review plans.

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.

The DSL will 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.

In the academies, although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.

14.0 Safeguarding students who are vulnerable to radicalisation

From 1st July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

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

This means that in our Trust:

Freedom of speech and the expression of beliefs and ideology are viewed as fundamental rights underpinning our society's values.

Young people 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. All staff and external visitors will follow the guidance in our No Platform Policy.

The Trust is clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting 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 paramilitary groups, and extremist Animal Rights movements) is part of the academies' safeguarding duty.

Each academy has a named SPOC.

All staff within the academies will be alert to changes in a young person's behaviour or attitude which could indicate that they are in need of help or protection.

The Trust will use specialist online monitoring software, which in our settings is called NET Support DNA. Monitored by the Digital Safeguarding Administrator, Pervaiz Aziz.

	<p><i>The academies will make referrals to Channel if there are concerns that an individual might be vulnerable to radicalisation.</i></p>
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15.0 Young people who are vulnerable to exploitation, trafficking, or so-called ‘honour-based’ abuse (including female genital mutilation and forced marriage)

With effect from October 2015, 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.

Failure to report such cases will result in disciplinary action.

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.

This means that the Trust will ensure:

All 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.

All staff are up-to-date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Domestic abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*
- *Peer on peer abuse*
- *Sexual violence*

All staff will be 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.

Teachers are made aware of their legal duties in relation to FGM.

16.0 Children missing education

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.

Work around attendance and children missing from education will be coordinated with safeguarding interventions.

The school must notify the local authority of any pupil/student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries.

The school (regardless of designation) must also notify the local authority of any pupil or student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments.

This means that, in the Trust, the academies will:

Hold two or more emergency contact numbers for each young person.

Ensure all attendance work liaises closely with the DSL.

Adapt attendance monitoring on an individual basis to ensure the safety of each young person.

Demonstrate that academy staff have taken reasonable enquiries to ascertain the whereabouts of young people that would be considered 'missing.'

Work closely with the CME Team, School Admissions Service, Education Legal Intervention Team, Elective Home Education Team and Birmingham Children's Trust.

17.0 Peer on peer/child on child abuse

The KCSIE 2021 guidance now requires that additional information about peer-on-peer abuse should be included in schools' and colleges' child protection policies, including: paragraph 144 – bullet point 6 “a statement which makes clear there should be a zero-tolerance approach to abuse.”

It is important that schools and colleges 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.

The school's values, ethos and behaviour policies provide the platform for staff, young people 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 peer on peer abuse i.e. that it is more likely that girls will be victims and boys as the perpetrators.

Schools should recognise the impact of sexual violence and the fact children and young people 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.
- **Assault by penetration:** A person (A) commits an offence if: she/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

This means that in Trust:

All staff will receive training on peer on peer abuse.

Will adopt the 'whole school approach' to tackling sexism.

Fully understand that even if there are no reports of peer on peer abuse in the academies it may be happening. As such all staff and young people are supported to:

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

The Trust will not tolerate instances of peer on peer abuse and will not pass it off as 'banter', or 'part of growing up.' All staff will be aware of Section 5 of KCSIE 2021 (peer on peer abuse) through annual training.

The Trust recognises that "child on child abuse" can occur between and across different age ranges.

The Trust will follow both national and local guidance and policies to support any young people subject to peer on peer abuse.

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

*The Trust will utilise the **Children who pose a Risk to Children School Safety Plan** produced by the local authority.*

All Trust DSLs will follow the local good practice guide ["Responding to Sexual Behaviour in Children and Young People"](#) to enable provision of effective support to any

<p>penetration and (A) does not reasonably believe that (B) consents.</p> <ul style="list-style-type: none"> • Sexual assault: A person (A) commits an offence of sexual assault if: she/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. 	<p><i>child or young person affected by this type of abuse.</i></p> <p><i>In assessing and responding to harmful sexualised behaviour the Trust will follow the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People-A Whole School Approach 2021</i></p> <p><u>Responding to Sexual Behaviour in Children and Young People - A Whole School Approach 2021</u></p>
<p>18.0 Criminal exploitation</p> <p>Both Criminal Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and 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 the Trust’s academies all staff will:</i></p> <p><i>Notice and listen to children and young people showing signs of being drawn in to anti-social or criminal behaviour;</i></p> <p><i>use the risk assessment screening tool to support our referrals to CASS for any young person they are concerned about.</i></p> <p><i>All staff will receive annual training ensuring that is relevant and appropriate our individual settings.</i></p> <p><i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within each academy.</i></p>

Part Two: Key Procedures

Responding to concerns about a child

In our school *<Insert name of school>
Our DSL(s) are *<Insert names>
Our safeguarding governor 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>

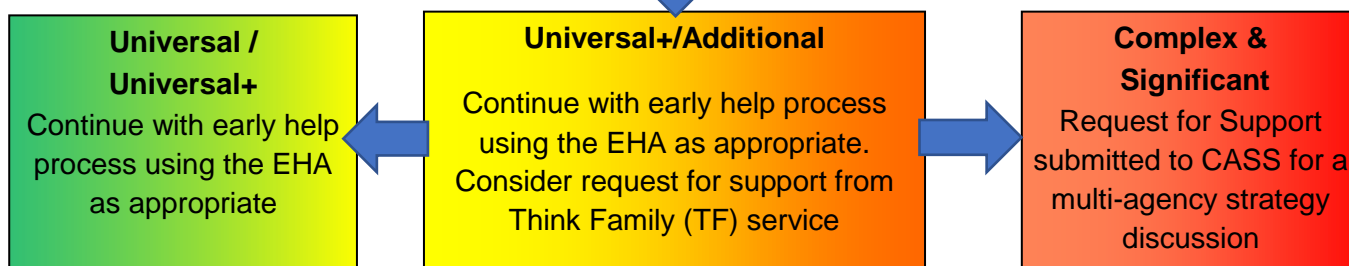
**DSL(s) review concerns and decide next steps
referring to Right Help Right Time (RHRT)**

- 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



19.0 Involving parents/carers

- 19.1 In general, The Trust 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 a Trust academy 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 young person.

- 19.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through our academies' websites and newsletters to parents.

20.0 Multi-agency work

- 20.1 The Trust works in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them. The academies in the Trust 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. Where the young person 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.
- 20.2 When invited, the DSL will participate in a MASH strategy meeting, usually by conference, or telephone, adding academy-held data and intelligence to the discussion so that the best interests are met.
- 20.3 The Trust will co-operate with any child protection enquiries conducted by Birmingham Children's Trust: the academies 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.
- 20.4 The academies will provide reports as required for these meetings. If they are unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting.
- 20.5 Where a young person is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, Trust academies will contribute to the preparation, implementation and review of the plan as appropriate.

21.0 Our role in supporting children

- 21.1 Trust staff will offer appropriate support to individual young people who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation. The Trust's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.
- 21.2 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 young person's wishes and feelings. A copy of the Plan will be kept in their safeguarding record.
- 21.3 Young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the academy community through a multi-agency risk assessment. The Trust will ensure that the needs of young people who abuse others will be considered separately from the needs of their victims.
- 21.4 The Trust will ensure the academies work in partnership with parents/carers and other agencies as appropriate.

22.0 Responding to an allegation about a member of staff or 'low level concerns' about staff

See also Birmingham Safeguarding Children Partnership procedures on **allegations against staff and volunteers**.

- 22.1 This procedure must be used in any case in which it is alleged that a member of staff, governor, trustee, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or young person or may have harmed a child or young person;
 - Possibly committed a criminal offence against or related to a child or young person; or
 - Behaved in a way that indicates s/he may not be suitable to work with children and young people.
 - Behaved towards a child or children in a way that indicated she/he may pose a risk of harm to children.
 - The new provision as set out in part 4 of KCSIE 2021 should apply to anyone working in the school who has behaved, or may have behaved, **in a way that indicates they may not be suitable to work with children.**
- 22.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse young people. The Trust also recognises that concerns may be apparent before an allegation is made.

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

22.3.1 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 Head of Academy of the individual setting who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required. (

22.3.2 If the concern relates to the Head of Academy 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.

22.3.3 If the safeguarding concern relates to the CEO it must be reported immediately to the Chair of Trustees, Mr Graham Parker, who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

22.4 When a concern may be viewed as 'low level', and may not meet the criteria in 22.1 above, all staff must still report any concerns they may have over conduct by colleagues. This conduct could contravene the expected standards of professionals as laid out in the Trust Code of Conduct and, where appropriate, national standards, no matter how the reporting colleague interprets the intentions or seriousness. This is especially important in relation to conduct which may not meet the expected standards in relation to interactions with young people. Such concerns will be reported to their Head of Academy (CEO for core team). Heads of Academy must decide if the matter reported constitutes a 'low level concern', which would not result in a referral to LADO. If the Head of Academy is in doubt as to whether or not a LADO referral is required, they should discuss with LADO and, if appropriate, the CEO. If a LADO referral is not made, then the Head of Academy should still discuss the concern with the relevant colleague and, if the concern is valid, make a record of the conversation so that the concern is logged on the colleague's file. If this further conversation increased the level of concern, then a LADO referral must again be considered. If further incidents/concerns are not raised, such information will not be used in references and will be disposed of if and when the colleague leaves the Trust.

If the matter is urgent, and the Head of Academy is unavailable, they should speak to the DSL or the next most senior member of staff available. This applies no matter how 'low level' they believe the concern to be.

23.0 Children with additional needs

23.1 The Trust recognises that all young people have a right to be safe. Some young people 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.

- 23.2 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, the Trust will conduct an holistic multi-agency 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 AAB.

24.0 Children in specific circumstances

24.1 Private Fostering

24.1.1 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 (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (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.

24.1.2 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.

24.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

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

24.1.4 There is a mandatory duty on any 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 young person is being properly cared for and that the arrangement is satisfactory.

25.0 Links to additional information about safeguarding issues and forms of abuse

25.1 Staff who work directly with children and young people, and their leadership team should refer to this information

25.2 Guidance on children in specific circumstances found in Annex A of KCSIE 2021 and additional resources as listed below:

Issue	Guidance	Source
Abuse	<p>http://TheTruststmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</p> <p>http://TheTruststmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</p> <p>http://TheTruststmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</p> <p>Children who abuse others West Midlands Safeguarding Children Group</p>	The West Midlands Safeguarding Children Procedures
Bullying	<p>http://TheTruststmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</p>	The West Midlands Safeguarding Children Procedures
Children and the Courts	<p>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</p> <p>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</p>	MoJ advice
Missing from Education, Home or Care	<p>http://TheTruststmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</p> <p>http://TheTruststmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</p>	The West Midlands Safeguarding Children Procedures
Family Members in Prison	<p>https://www.nicco.org.uk/</p>	Barnardo's in partnership with Her

		Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://TheTruststmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://TheTruststmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	The West Midlands Safeguarding Children Procedures
Child Exploitation	http://TheTruststmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018	The West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://TheTruststmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour	The West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	http://policeandschools.org.uk/oneTheTrustbmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf	BCC Education Safeguarding

	<p><u>Online safety: Children exposed to abuse through digital media The West Midlands Safeguarding Children Group</u></p> <p><u>Teaching online safety in school</u></p>	<p>Birmingham Police and Schools Panels</p> <p>DfE</p>
Private Fostering	<p><u>https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let us know if you re looking after so meone else s child</u></p>	BCC
Radicalisation	<p><u>http://TheTruststmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</u></p>	The West Midlands Safeguarding Children Procedures
Violence	<p><u>http://TheTruststmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</u></p> <p><u>https://www.birmingham.gov.uk/downloads/file/8321/responding to hsb - school guidance</u></p> <p><u>https://www.birmingham.gov.uk/downloads/file/9504/children who pose a risk to children</u></p> <p><u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary menu.html</u></p> <p><u>http://TheTruststmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</u></p> <p><u>https://www.gov.uk/government/policies/violence-against-women-and-girls</u></p> <p><u>Honour-based violence The West Midlands Safeguarding Children Group</u></p>	<p>The West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p>

Part 3: Quality Assurance

<p>26.0 Quality assurance</p> <p>Quality assurance is about assessing the quality of the work the Trust undertakes 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"> • This Quality Assurance Framework is aimed at ensuring that data and quality assurance outputs are regularly reviewed through Section 175 audits and related governance and challenge arrangements. • 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 Appendix 7). <p>The BSCP has recommended that “in reviewing the safeguarding data safeguarding governors and governors 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 the Trust:</i></p> <p><i>The Trust will complete the Section 175 audits on time, implement and review the resulting action plan with a view to reporting to relevant governance and challenge arrangements.</i></p> <p><i>The Trust will contribute quality data to inform multi-agency audits and practice reviews.</i></p> <p><i>The Trust will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.</i></p> <p><i>Safeguarding leads will not only assess, plan, complete and review plans but also regularly audit the quality of these against the agreed quality assurance framework as follows:</i></p> <ol style="list-style-type: none"> <i>1. How much did the academy do? (Numbers)</i> <i>2. How well did the academy do it? (Whole school; File and themed audits, partner agency, pupil/parent feedback)</i> <i>3. Are there opportunities to learn and improve? (Could Do Better Still;) reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)</i> <i>4. Is anyone better off? (Impact)</i>
<p>26.1 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews</p> <p>The Trust 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><i>This means that in the Trust’s academies:</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>The Trust will collaborate with the Birmingham Safeguarding Children Partnership to share information.</p>	<p><i>Where a case is relevant to one of our academies, The Trust will ensure that the relevant academy fully supports 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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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 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
- 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 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 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 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 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

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 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.

Appendix 2

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 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 she/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 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 or young person 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, 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 children/young people, 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 or trustee, 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. However, they should ensure that all investigations including for supply staff are completed appropriately.
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 Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Trustees 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 school's own internal procedures.

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

- 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.
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 **Allegations against Staff and Volunteers** in the West Midlands Child protection procedures.
 5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

Appendix 4

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2021 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
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. The Trust 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. KCSiE 2021 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.

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 or 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 or 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** – students and 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 children and 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.

Appendix 5

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

Each school in the Trust has a SPOC who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students and pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students and 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 and 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 students and pupils from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students and pupils who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students and pupils into the Channel² 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.

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.

Appendix 6 – COVID-19 and safeguarding

Schools must have regard to the statutory safeguarding guidance, **Keeping Children Safe in Education 2021** and should refer to the now updated and update safeguarding procedures in line with DfE updates.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Online safety

Coronavirus (COVID-19): 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 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 and 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:

- **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. 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 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:

- **Support to stay safe online** 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.