

Safeguarding & Child Protection Policy for Schools & Educational Settings & Providers of Education Services for Children & Young People

September 2020

Billesley Primary School

September 2020/21

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September 2021

Addendum (COVID - 19)

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

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PART ONE: SAFEGUARDING POLICY

<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; and ● Taking action to enable all children to have the best outcomes. ● Children include everyone under the age of 18 	<p><i>This means that our school is committed to safeguarding and promoting the welfare of all its pupils and aim to create a culture of vigilance. We believe that:</i></p> <ul style="list-style-type: none"> ● <i>Our children have the right to be protected from harm, abuse and neglect</i> ● <i>That every child has the right to an education and children need to be safe and to feel safe in school</i> ● <i>Children need support that matches their individual needs, including those who may have experienced abuse</i> ● <i>Our children have the right to express their views, feelings and wishes and voice their own values and beliefs</i> ● <i>Our children are encouraged to respect each other's values and support each other</i> ● <i>Our children have the right to be supported to meet their emotional and social needs as well as their educational needs</i> ● <i>Our school will 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</i> <p><i>All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.</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"> ● <i>The most recent version of Working Together to Safeguard Children (DfE)</i> ● <i>The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)</i> ● <i>West Midlands Safeguarding Children Procedures</i> ● <i>The Education Act 2002 s175</i> 	<p><i>In our school the following people will take the lead in these areas:</i></p> <p>Our Designated Safeguarding Lead is Elizabeth Keogh, Deputy DSL is Adel Gardner. Other DSLs are Karl Rogerson, Asima Iqbal, Sam Hudson, Ryan Hook, Lydia Spinks, Charlene Fields and Sarah Butler.</p> <p>Our Data Protection officer is: Helen Mallard</p> <p>Our Rights Respecting link is: Asima Iqbal</p> <p>Our lead for Mental Health is: Laura Butler and supported by Sarah Butler</p>

- [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](#)
- [Mental Health & Behaviour in Schools.
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](#)
- 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 DSL for TEFAT is Caroline Oliver, Regional Director for East Anglia.

The Deputy DSL for TEFAT is Travis Latham, Senior Regional Director for West Midlands

The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil’s new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

2.0 OVERALL AIMS

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

This means that in our school we will:

- *Identify and protect our vulnerable pupils*
- *Identify individual needs as early as possible; and*
- *Design plans to address those needs*
- *Work in partnership with pupils, parents/carers and other agencies.*

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

TEFAT trustees 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.

- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

3.0 GUIDING PRINCIPLES

These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (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 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.

This means that in our school that all staff will be aware of the guidance issued by Birmingham Safeguarding Children Board in [Right Help Right Time](#), and procedures for Early Help.

4.0 EXPECTATIONS

All staff and visitors will:

- Be familiar with this Safeguarding & 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, 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.
- 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

This means that in our school:

All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the TEFAT trustees.

Our TEFAT trustees will be subjected to an enhanced DBS check and 'section 128' check.

We will follow Safer Recruitment processes and checks for all staff.

5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the

This means the DSL team in our school will be:

Lead: Elizabeth Keogh

Deputy: Adel Gardner.

Other Deputies: Karl Rogerson, Asima Iqbal, Sam Hudson, Ryan Hook, Charlene Fields and Sarah Butler, Lydia Spinks

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.

- Trustees and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.
- Safeguarding and Child Protection information will be dealt with in a confidential manner.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil: the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.
- If a pupil moves from our school, 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.

Any steps taken to support a child, who has a safeguarding vulnerability must be reported to the lead DSL.

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 (This will be on Myconcern).

Because we use MyConcern and store our records electronically we do not always hold paper files.

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

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child arrives.

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

- The Trustees must 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 pupils who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care

In our school the Designated Teacher is: Sarah Butler

Our 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 head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.*

Our DSL's will keep the details of 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

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 the Birmingham Children’s Trust will support the care leaver to participate in education or training.

7.0 THE TEFAT Trustees

Trustees 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
- The Principal and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding & child protection and their responsibilities through the induction procedures
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Trustees have 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.
- The Trustee is responsible for liaising with the Principal 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.

In our school this means that:

TEFAT trustees must have read part 2 of “KCSIE-19”

The DSL for TEFAT is Caroline Oliver, Regional Director for East Anglia.

The Deputy DSL for TEFAT is Travis Latham

This Trustees will receive safeguarding training relevant to the Trustee role and this will be updated every 2 years.

The TEFAT Trustees will review all policies/procedures that relate to safeguarding and child protection annually.

The DSL for TEFAT is nominated to be responsible for liaising with Birmingham Children’s Trust in the event of allegations of abuse being made against the Principal.

The Nominated Trustee will liaise with the Principal and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

8.0 SAFER RECRUITMENT & SELECTION

The school should pay full regard to ‘Safer Recruitment’ practice including scrutinising applicants, verifying 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.

This means that in our school:

The following school staff have undertaken Safer Recruitment training:

1. Karl Rogerson,
2. Liz Keogh,
3. Sam Hudson,
4. Asima Iqbal,
5. Ryan Hook,

<p>It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.</p> <p>All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p>6. Helen Mallard</p>
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<p>8.1 Induction All staff 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>8.2 Staff Support Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.</p>	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> ● <i>KCSiE (2020)</i> ● <i>The Safeguarding & Child Protection policy;</i> ● <i>The Behaviour Policy;</i> ● <i>The Staff Behaviour Policy (sometimes called a Code of Conduct);</i> ● <i>The safeguarding response to children who go missing from education; and</i> ● <i>The role of the DSL (including the identity of the DSL and any deputies).</i> <p><i>Copies of policies and a copy of Part one of the KSCIE-20 document is provided to staff at induction.</i></p> <p><i>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 to seek further support as appropriate.</i></p>
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<p>9.0 THE USE OF REASONABLE FORCE</p> <p>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 positive handling (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 child needs to be restrained to prevent violence or injury.</p> <p>'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</p>	<p><i>This means in our school:</i></p> <p><i>By planning positive and proactive behaviour support, will reduce the occurrence of challenging behaviour and the need to use reasonable force.</i></p> <p><i>We will write individual behaviour plans for our more vulnerable children, and agree them with parents and carers.</i></p> <p><i>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</i></p>
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available here:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

10.0 THE SCHOOL ROLE IN THE PREVENTION OF ABUSE

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Safeguarding issues will be addressed through all areas of the curriculum.

This means that in our school:

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

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

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

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

Where unmet needs have been identified for a child utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will make simple and reasonable adjustments within the educational setting. This may be all that is needed to address the unmet needs.

The school will utilise the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help Conversation Log.

Our Family Plan will be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed.

Where a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the school will set up an Early Help assessment and an Our Family Plan. They will register these documents with the Early Help Support Team.

Should it be felt 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

This means that in our school we will:

Add the child to our records of children with safeguarding vulnerabilities.

Support our school staff to deliver an appropriate Early Help response. This will be documented in an appropriate format such as the '3 columns/Houses' and added to the child's file on MyConcern.

We will develop a school-focused action plan with the child and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the Early Help Conversation Log.

The DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

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

<p>Children’s Advice and Support Service (CASS) as required.</p> <p>The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.</p>	
<p>12.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION</p> <p>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.</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.</p> <p>Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.</p>	<p><i>This means that in our school:</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
<p>12.1 Risk Reduction</p> <p>The school governors, Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found at:</p> <p>https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty</p> <p>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this</p>	<p><i>We are clear that this 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 our school’s safeguarding duty.</i></p> <p><i>The SPOC for our school is:</i> <i>Karl Rogerson</i></p> <p><i>All staff within our 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.</i></p> <p><i>We will use specialist online monitoring software, which in this school is called Impero</i></p>

will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

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

The School has 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).

12.2 Channel

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

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

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

13.0 PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, TRAFFICKING or HONOUR BASED ABUSE

With effect from October 2015 (Serious Crime Act), 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 under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary sanctions.

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 in our school we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

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*
- *Trafficking*
- *Criminal Exploitation & Gang Affiliation*
- *Honour based abuse*

Our 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.

14.0 CHILDREN MISSING FROM EDUCATION

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 risks and to help prevent the risk of them going missing in future.

Work around attendance and Missing from Education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more.

The school (regardless of designation) must also notify the Local Authority of any pupil/student 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 abuse or homelessness
- Has been certified by the school medical officer 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 proprietor does not reasonably believe that s/he will return to the school at the end of that period
- Has been permanently excluded

This means that in our school we will:

Hold two or more emergency contact numbers for each pupil.

All our attendance work will liaise closely with the DSL.

*We will adapt our attendance monitoring on an individual basis to ensure the safety of each **child** at our school*

*Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of **pupils** that would be considered 'missing'.*

We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team

Further information can be found in Children Missing education: statutory guidance for local authorities - Sept 2016.

15 Specific safeguarding concerns

15.1 PEER ON PEER ABUSE

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

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

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **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.

This means that in our school:

We 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”.

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

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

We 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

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

15.2 Child sexual exploitation (CSE)

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedure.

Work to address criminal exploitation is covered by relevant legislation including:

- Crime & Disorder Act – 1998
- Children Act – 2004
- Serious Crime Act – 2015
- Modern Slavery Act – 2015
- Criminal Finances Act – 2017
- Children & Social Work Act - 2017

And the new Working Together (2018) requires agencies support vulnerable people within the context of the wider safeguarding agenda.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition, which can be found on KCSIE (2020) page 84, is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

This means that in our school we will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.

<https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018>

We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;

- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:
Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

15.3 Child Criminal Exploitation & Gang Affiliation

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

15.4 Contextual safeguarding

This means that in our school we will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.

https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018

We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.

This means that in our school we will be alert to the circumstances within which children are living. The wider environmental factors present in

<p>Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.</p> <p>Contextual safeguarding is referred to in Working Together to Safeguard Children (2018); and in KCSIE (2020)</p>	<p><i>a child's life that are a threat to their safety and/or welfare. These extra-familial threats might arise</i></p> <ul style="list-style-type: none"> ○ <i>at school and other educational establishments</i> ○ <i>from within peer groups</i> ○ <i>from within the wider community</i> ○ <i>online</i> <p><i>Threats can take a variety of different forms, including:</i></p> <ul style="list-style-type: none"> ● <i>sexual, physical and emotional abuse</i> ● <i>neglect</i> ● <i>exploitation by criminal gangs and organised crime</i> ● <i>trafficking</i> ● <i>online abuse</i> ● <i>sexual exploitation</i> ● <i>the influences of extremism leading to radicalisation</i> ● <i>Upskirting</i> ● <i>Serious violent crime</i> <p><i>Further information can be found here</i></p>
<p>15.5 County Lines</p> <p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".</p> <p>Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.</p> <p>Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.</p> <p>See KCSIE (2020) page 85.</p>	<p><i>This means that in our school we will be alert to the circumstances within which children are living. The wider environmental factors present in a child's life that are a threat to their safety and/or welfare.</i></p> <p><i>We will educate our pupils to understand the risks of exploitation and the risk of county lines.</i></p>
<p>15.6 Mental Health</p>	<p><i>This means that our school we are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.</i></p>

PART TWO – THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD

IF A CHILD IS SUFFERING OR IS LIKELY TO SUFFER FROM HARM, TELEPHONE CASS ON 303 1888 (OUT OF HOURS 675 4806). IF AT IMMEDIATE RISK OF SIGNIFICANT HARM CONTACT THE POLICE ON 999

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE – ADDITIONAL INFORMATION
-RHRT (formerly RSRT):
<https://www.lacbbirmingham.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/schoolsife5>
-Early Help Tab – Behaviours that may indicate vulnerability document

-For additional guidance:
<https://www.birmingham.gov.uk/schoolsife5>

STEP ONE – Identification

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

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 THREE – SCHOOL-FOCUSED ASSESSMENT/ ACTION PLAN

Child/ young person only

Option A
Following 3 houses intervention initiate simple/reasonable adjustments to address the child / young person's unmet safeguarding needs

Option B
Whole family approach
Develop a school focused action plan with child/ young person, parent/ carer as appropriate

3 Houses
No additional consent required

3 Columns or Early Help (EH) Conversation Log
No additional consent required

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSED (Option A & B)
-Guidance on completing the EH conversation log and information on using SoSW practice:
<https://www.lacbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>

-For Training on the practice framework:
<https://www.birmingham Medications Support Service/ice.sco.uk/AboutUs>

-For additional guidance:
<https://www.birmingham.gov.uk/schoolsife5>

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:
<https://www.lacbbirmingham.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 RS form to avoid duplication of information

CASS Education Officers
-Support with resolving issues related to CASS/Education
-advice on next steps
303 0434 / 2994/2985/2986

Birmingham Children's Safeguarding Board
Guidance:
<https://www.lacbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>

-Where there are CSE or extremeism concerns complete additional screening tools. For concerns to be site led with police – use form
<http://www.lacbbirmingham.org.uk/index.php/cse>

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:
<https://www.lacbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>

-For Training on the SoSW practice framework:
<https://www.birmingham Medications Support Service/ice.sco.uk/AboutUs>

-For additional guidance:
<https://www.birmingham.gov.uk/schoolsife5>

STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN

School led

Option C
Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA)

Register paperwork with the Early Help Support Team (303 8117)

Request for Support form (EHA) & Our Family Plan (OFF)

Consent Required

Option D
Local authority led
Request Think Family or Social Care support using the Request for Support form (RFS)

Seek telephone advice from CASS as appropriate (303 1888)

Request for Support form (RFS)

Consent required except when safety may be at risk

16.0 INVOLVING PARENTS/CARERS

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

16.1.2 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.

16.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through *school prospectus, website, newsletter etc.*

17.0 MULTI-AGENCY WORK

17.1 We work in partnership with other agencies to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies 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.

17.2 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.

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

17.4 We will provide reports as required for these meetings (17.3). If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting.

17.5 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.

18.0 OUR ROLE IN SUPPORTING CHILDREN

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

18.2 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 child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

18.3 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 our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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

19.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).

19.1 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;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

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

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

19.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Principal who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

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

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

NSPCC run a whistleblowing helpline on behalf of the government 0808 800 5000

20.0 CHILDREN WITH ADDITIONAL NEEDS

20.1 Our School recognises that all pupils have a right to be safe. Some pupils 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.

20.2 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.

21.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

21.1 Private Fostering

21.1.1 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.

21.1.2 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.

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

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

21.1.4 There is a mandatory duty on the school to inform Birmingham Children’s Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

21.2 Children with social workers

Children who have a social worker may be at more risk than most pupils. This means that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

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

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

22.2 Guidance on children in specific circumstances found in Annex A of KCSIE- 18, and additional resources as 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 http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures
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 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	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands 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 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	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkph/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	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 https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html

http://westmidlands_procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

APPENDICES

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

Types of Abuse and Neglect can be found in KCSiE (2020) part 1

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. It may involve preventing impairment of children's mental and physical health or development. 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.

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 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 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 Principal, DSL or in exceptional circumstances by the staff member who has raised the concern.

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

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, TRUSTEE 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, Trustee, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview pupils.

3. The Principal 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 /Principal will notify Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the TEFAT 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.
 - If the Principal 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 Principal, then the TEFAT trustee lead 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 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.

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

APPENDIX 4

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**– students/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/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)

The SPOC for Billesley Primary School is Karl Rogerson, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Billesley Primary School in relation to protecting students/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/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/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.

Addendum 02.04.2020

Safeguarding - Covid 19 update

COVID-19 school closure and partial school closure arrangements for Safeguarding and Child Protection at Billesley Primary School

This addendum of the Billesley Primary School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements.

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. Please see [CoronaVirus \(Covid - 19\): Guidance on Vulnerable Children and Young People](#)

Designated Safeguarding Leads

Designated Safeguarding Lead (DSL): Vice Principal: Liz Keogh

DSLs: Learning Mentor: Adell Gardner SENCO: Sarah Butler, FSW: Charlene Fields. Executive Principal - Johanne Clifton, Principal - Karl Rogerson, Assistant Principals - Sam Hudson, Ryan Hook, Asima Iqbal, Lydia Spinks

Safeguarding is everyone's responsibility.

How we will support vulnerable pupils

Billesley Primary School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Sarah Butler.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. In line with government guidance vulnerable pupils will be offered a place in school. The school will work with social workers and families to agree whether children in need should be attending education provision. For vulnerable children, who do attend, non attendance will be followed up in the usual way.

Where a child has social care support or is identified as on the edge of social care, or who would normally receive pastoral-type support in school, the Pastoral team will make regular contact with the child and their family.

Pastoral team will make contact with vulnerable families weekly and record

- SW contact,
- DSL verbal and visual contact with families
- Record contact made on MyConcern.
- In the event of absence of a Pastoral team member, a DSL will be designated to maintain regular contact.
- Assistant Principals will monitor vulnerable pupil access to online learning
- If contact can not be made follow the Elliot Foundation [Escalation policy](#)

Staff may need to use a school mobile phone

- To be used when doing home visits. [Risk Assessment](#)
- Send Text message first.
- Only make a phone call if contact can not be made and you do not have sight of family when delivering food parcel
- 2 members of staff must be present for all calls: This could be via google hangout.
- Record all conversations on my concern

Concerns and Reporting a concern

Be aware that concerns may become apparent that have previously never been a concern. This is a situation the world has not been in, things we have never heard of will evolve.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.

- A DSL will be on site each day the school is open.
- Report concern on MyConcern
- Inform DSL onsite
- Contact DSL by phone if necessary
- Be vigilant to any concern regarding the safety and welfare of all children.
- Always seek a DSLs advice should you be unsure

DSLs to check Report a Concern twice a day 9am and 3pm. Annotate spreadsheet with action taken.

Online Safety

- All online contact with pupils must be through Google Classroom.
- Continue to deliver E-Safety lessons to support pupils staying safe online, particularly taking into account the extra time children are spending accessing a range of materials and sites.
- Classroom Stream Comments must be turned on at 9am and off at 3pm Monday-Friday.
- There must be more than one teacher and a member of SLT in every 'google classroom' to monitor private comments made by pupils to staff.
- Maintain an appropriate level of professionalism: use professional language, do not use over-familiar language.
- Do not contact pupils by phone/video call.
- Do not use your school email to contact pupils or parents. Speak to SLT. This can be through enquiry@
- If you need to contact parents, speak to SLT or a DSL first.
- A log of inappropriate online behaviour by pupils will be kept and a member of SLT must be informed.
- Ensure your conduct does not in anyway put yourself at risk
- When recording videos or joining in school Google Hangouts for Dear, staff should ensure that they are in an appropriate environment.

Safeguarding is everyone's responsibility

If you have a concern and cannot contact a DSL or feel the concerns needs to be escalated contact CASS - 0121 303 1888