

drb Ignite Multi Academy Trust

Safeguarding and Child Protection

Policy and Procedures

September 2020

'A Culture of Safeguarding'

Last Review: September 2020

Next Review: September 2021

Beechwood Church of England Primary School

Background

This Trust Policy has been designed to be adapted by headteachers and safeguarding leads to reflect each school's contextual information.

The Policy is in two parts:

- Part 1 contains policy statements that each school should adapt to fit its own needs.
- Part 2 contains procedures for responding to concerns about a child, and advice for headteachers, DSLs and teachers: this should be adopted unchanged.

This Policy will be reviewed regularly and will be revised and updated. The Trust Board will review and formally approve the Policy annually and the Chair of the Trust and Trust Safeguarding Leads will accept updates in matters of detail between reviews and inform headteachers and staff of these changes. The details of these changes will be listed in the codicil insert.

In drawing up the Trust's Safeguarding & Child Protection Policy, the Trust has considered the range of people who will refer to the Policy i.e. trustees, leaders, teaching staff, support and lunch staff, parent helpers, volunteers, supply staff etc, as well as pupils and parents. The Trust will monitor the implementation of the Policy as part of its annual monitoring cycle and will consider such issues as:

- How the Trust and its schools demonstrate that staff have read and applied this Policy?
- How a visiting staff member/teacher will be made aware of the information contained within the Safeguarding & Child Protection Policy and their responsibility to comply?
- Who will inform volunteers from the local community about issues such as confidentiality or how to raise concerns about practice in a Trust school?
- The implications of the Policy on training for staff, trustees, leaders, DSLs etc.
- The ongoing involvement of the school's Children's Safeguarding Board in implementation of the Policy

Trust schools may find it useful to produce a bespoke **Welcome** sheet for visitors to the school, including a summary of the Trust's Safeguarding & Child Protection Policy, the name of the lead DSL and deputies etc. An example of such a welcome sheet can be found [here](#).

Links with other Trust policies

This Policy has obvious links with the wider safeguarding and child protection agenda. When agreeing and reviewing the Policy, links will be made with other relevant guidelines and procedures such as the Trust's Whistleblowing Policy, Anti-Bullying Policy, Staff Code of Conduct, guidance on Safer Recruitment and DfE guidance regarding COVID-19.

In drawing up this Policy, the Trust has also referred to the procedures of Birmingham Safeguarding Children Partnership and Dudley Safeguarding Children Partnership.

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PART ONE SAFEGUARDING POLICY

1.0 Introduction

Safeguarding and promoting the welfare of children is defined as:

protecting children from maltreatment;
preventing impairment of children's mental and physical health or development;
ensuring that children 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;

N.B. Children includes everyone under the age of 18.

This means that the Trust and its schools are committed to safeguarding and promoting the welfare of all pupils. Each Trust school will take a contextualised approach to the understanding and response to children's experiences of significant harm. We believe that:

- *our children have the right to be protected from harm, abuse and neglect*
- *our children have the right to experience their optimum mental and physical health*
- *that every child has the right to an education and children need to be safe and to feel safe in school*
- *children need support that matches their individual needs, including those who may have experienced abuse*
- *our children have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *our children should be encouraged to respect each other's values and support each other*
- *our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs.*
Trust schools will ensure clear systems and processes are in place to enable identification of these needs. This will include consideration of when mental health needs may become a safeguarding need.
- *The Trust and its schools will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.*

All trustees, staff and visitors have an important role to play in safeguarding

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| | <p>children, protecting them from abuse and considering when mental health may become a safeguarding issue.</p> |
| <p>Trust schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <p><u>The most recent version of Working Together to Safeguard Children (DfE)</u></p> <p><u>The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)</u></p> <p><u>West Midlands Safeguarding Children Procedures</u></p> <p><u>The Education Act 2002 s175</u></p> <p><u>Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016</u></p> <p><u>General Data Protection Legislation (2018)</u></p> <p><u>Mental Health & Behaviour in Schools</u></p> <ul style="list-style-type: none"> • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> • Birmingham Safeguarding Children Partnership threshold guidance <u>Right Help Right Time</u> • <u>Dudley early help</u> • <u>Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government</u> • <u>Protecting Children from Radicalisation: The Prevent Duty, 2015</u> • <u>Relationships education, relationships and sex education (RSE) and health education</u> • <u>Voyeurism offences act 2019</u> • <u>Children missing education</u> | <p>In our Trust the following people will take the lead in these areas:</p> <p>Our Data Protection lead is: Alvin Walters</p> <p>Our Rights Respecting lead is: Rob Bowater</p> <p>Our Mental Health lead is: Rob Bowater</p> <p>Our Safeguarding Trustee is: David Sheldon</p> <p>In our School the following people will take the lead in these areas:</p> <p>Our Data Protection lead is: Carl Jenner</p> <p>Our Rights Respecting lead is: Pat Westwood</p> <p>Our Mental Health lead is: Helen Seeley</p> <p>Our Safeguarding Trustee is: David Sheldon (this is the case for all schools within the drb Ignite Multi Academy Trust)</p> |

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| <h2>2.0 Overall aims</h2> <p>The Trust Policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:</p> <ul style="list-style-type: none"> clarifying standards of behaviour for staff and pupils; contributing to the establishment of a safe, resilient and robust ethos in all Trust schools, 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 pupils face; addressing concerns at the earliest possible stage; reducing the potential risks pupils face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation; recognising risk and supporting online safety for pupils, including in the home. <p>N.B. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children – KCSiE 2020 p.23: para 85</p> | <p><i>This means that in our Trust we will:</i></p> <ul style="list-style-type: none"> <i>identify and protect all pupils especially those identified as vulnerable pupils</i> <i>identify individual needs as early as possible</i> <i>design plans to address those needs; and</i> <i>work in partnership with pupils, parents/carers and other agencies.</i> <p><i>Our Policy extends to any establishment our Trust commissions to deliver education to pupils including alternative provision settings.</i></p> <p><i>Our Trustees will ensure that any commissioned agency will reflect the values, philosophy and standards of the Trust and its schools. Confirmation should be sought from the Trust and schools that appropriate risk assessments are completed, and ongoing monitoring is undertaken.</i></p> |
| <h2>3.0 Guiding Principles</h2> <p>These are the seven guiding principles of safeguarding. These principles are how the Trust embeds a culture of safeguarding across all its schools.</p> <ul style="list-style-type: none"> have conversations and listen to children and their families as <u>early</u> as possible. understand the child's lived experience. work <u>collaboratively</u> to improve children's life experience. be <u>open</u>, honest and transparent with families in our approach. <u>empower</u> families by working with them. work in a way that builds on the families' <u>strengths</u>. build <u>resilience</u> in families to overcome difficulties. | <p><i>This means that in all Trust schools every staff member will be aware of the guidance and published arrangements by the Trust's Safeguarding Partners:</i></p> <ul style="list-style-type: none"> <i>Birmingham Safeguarding Children Partnership</i> <i>Dudley Safeguarding Partnership</i> <i>Clinical Commissioning Groups</i> <i>Chief Office of Police</i> <p><i>This means that all members of the Trust and school communities will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child's preferred communication style.</i></p> |

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| <p>4.0 Expectations</p> <p>All trustees, staff and visitors will:</p> <p>be familiar with this Safeguarding & Child Protection Policy;</p> <p>understand their role in relation to safeguarding;</p> <p>be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);</p> <p>record concerns and give the record to the school's DSL, or deputy DSL;</p> <p>deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - informing the school DSL immediately, and providing a written account as soon as possible and</p> <p>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> | <p><i>This means that in the Trust and its schools:</i></p> <p><i>All staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Trust Board.</i></p> <p><i>In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.</i></p> <p>Trustees will be subjected to an enhanced DBS check and 'Section 128' check.</p> <p><i>The Trust follows Safer Recruitment processes and checks for all staff.</i></p> |
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| <p>5.0 The Designated Safeguarding Lead (DSL)</p> <p>The role of the DSL in Trust Schools.</p> <ul style="list-style-type: none"> • the DSL will be a member of the school's senior leadership team. In Trust schools, while the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated school DSL. This responsibility should not be delegated. • DSLs should help promote educational outcomes by working closely with their teachers about all welfare, safeguarding and child protection concerns. • the Trust Board 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. • Trust schools will be clear as to who has 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: schools 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. | <p><i>Each Trust school will have a team of trained DSLs in their school.</i></p> <p><i>Any steps taken to support a child who has a safeguarding vulnerability must be reported to the designated school lead DSL.</i></p> <p><i>Staff will be informed of relevant details only when the DSL feels sharing 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> <p><i>All records are stored electronically. We do not hold paper files.</i></p> <p>Trust schools will not disclose to a parent any information held on a child if this would put the child at risk of significant harm</p> <p><i>Trust schools will record where and to whom a child's records have been passed and the date. This will allow the new setting to continue supporting</i></p> |
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| <ul style="list-style-type: none"> If a pupil moves from a Trust 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. All in-year applications and transfers will also be reported to the Local Authority. | <p><i>victims of abuse and have that support in place for when the child arrives.</i></p> <p><i>In our school the DSL is:</i> Name: Sophie Blick Contact details: 01384816715</p> <p><i>In our school the Deputy DSL's are:</i> : Name: Jean Adams, Dave Pardoe, Helen Seeley, Jason Nicholls Contact details: 01384816715</p> |
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| <h3>6.0 Contextual Safeguarding</h3> <ul style="list-style-type: none"> KCSiE 2020 writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families. | <p><i>In Trust schools, DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:</i></p> <ul style="list-style-type: none"> <i>informal and formal assessments of need/ risk for the child;</i> <i>case discussions in DSL supervision sessions.</i> |
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| <h3>7.0 Mental Health</h3> <ul style="list-style-type: none"> KCSiE 2020 writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our Trust and its schools want to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote and strengthen resiliency. The more risk factors present in an individual's life the more protective factors or supportive interventions are required to counter balance and promote further development of resilience. | <p><i>In the Trust and its schools this means that:</i></p> <ul style="list-style-type: none"> <i>all staff will be made 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> <i>all staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern;</i> <i>DSLs will work closely with LA Mental Health Leads;</i> <i>schools will work in close partnership with parents to support the mental health of children.</i> |
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8.0 The Designated Teacher for Looked After and Previously Looked After Children

- The Trust Board will appoint a designated lead for the Trust alongside designated teachers in each Trust school. N.B. an appropriately trained teacher will 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 and Dudley Children's Trusts have 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 and Dudley Children's Trust will support the care leaver to participate in education or training.

In the Trust the Designated Lead for Looked After and Previously Looked After Children is:

Name: Rob Bowater

In our School the Designated Lead for Looked After and Previously Looked After Children is:

Name: Helen Seeley

Our Designated Lead will:

- *work with the school to ensure that the most appropriate support, utilising the pupil premium plus, is used to ensure the needs identified in the child's personal education plan are met.*
- *ensure that the school works with the virtual school head to promote the educational achievement of previously looked after children*

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| <p>9.0 The Trust Board</p> <p>The Trust Board will 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:</p> <ul style="list-style-type: none"> • all Trust schools operate "Safer Recruitment" procedures and ensure that appropriate checks are carried out on all new staff and relevant volunteers; • trustees, head teachers 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 is maintained; • temporary staff and volunteers are made aware of the Trust and school's arrangements for safeguarding & child protection and their responsibilities; • all schools remedy any deficiencies or weaknesses brought to their attention without delay; • the Trust has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or trustees that complies with the published arrangements of the Trust's Safeguarding Partners; • the nominated trustee is responsible for liaising with headteachers and DSLs over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – the nominated trustee will not be involved in concerns about individual pupils. | <p><i>In our Trust and its schools this means that:</i></p> <ul style="list-style-type: none"> • <i>all trustees have read part 2 of KCSiE-20</i> • <i>the Trust's nominated Trustee for safeguarding and child protection is: Name: David Sheldon</i> <p><i>This Trustee will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</i></p> <ul style="list-style-type: none"> • <i>Trustees will review all policies/procedures that relate to safeguarding and child protection annually.</i> • <i>the Trust CEO is nominated to be responsible for liaising with the Trust's Safeguarding Partners in the event of an allegation of abuse being made against a Trust headteacher.</i> <p><i>The nominated trustee will liaise with headteachers and DSLs to produce a report at least annually for trustees and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.</i></p> |
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| <p>10.0 Safer recruitment and selection</p> <p>The Trust and its schools pay full regard to <i>Safer Recruitment</i> 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.</p> <p>This also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks is recorded on the Trust's Single Central Record.</p> <p>All recruitment materials include reference to the Trust's commitment to safeguarding and promoting the wellbeing of pupils.</p> <p>For guidance the Trust uses: <u>see here</u></p> | <p><i>This means that in our Trust:</i></p> <p><i>The following Trustees have undertaken Safer Recruitment training:</i></p> <p>1 David Sheldon 2 Kevin McCabe 3 Viv Randall</p> <p><i>One of these will be involved in all Trust recruitment processes and sit on the recruitment panel.</i></p> <p><i>Each school will ensure that staff have undertaken Safer Recruitment Training</i></p> <p><i>This means that in our school the following staff have undertaken Safer Recruitment training:</i></p> <p>Dave Pardoe</p> <p><i>One of these will be involved in all school recruitment processes and sit on the recruitment panel.</i></p> |
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| <p>10.1 Induction</p> <p>All Trust staff, especially staff who have been redeployed in response to COVID-19, are aware of systems within their school which support safeguarding, and these are explained to them as part of the staff induction process.</p> | <p><i>School staff induction processes will cover:</i></p> <ul style="list-style-type: none"> • <i>the Trust Safeguarding & Child Protection Policy;</i> • <i>Behaviour Policy;</i> • <i>Staff Code of Conduct/ Behaviour Policy;</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>10.2 Staff support</p> <p>The Trust recognises the impact of COVID-19 and will ensure that DSLs will be given additional time, particularly in the autumn term 2020, to support staff and children regarding new safeguarding and welfare concerns.</p> <p>Regular safeguarding supervision will be offered to the lead DSL within Trust schools. This is 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 during the pandemic period.</p> <p>DSLs will be supported to access training as appropriate including training in behaviour and mental health.</p> | <p><i>Copies of Trust policies and a copy of part one of the KCSIE-20 document is provided to all Trust staff at induction.</i></p> <p><i>The Trust recognises the importance of practice oversight and multiple perspectives in safeguarding and child protection work. Trust schools will support staff by ensuring that opportunities are provided for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the school DSL and to seek further support as appropriate.</i></p> |

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| <p>11.0 The use of reasonable force</p> <p>There are circumstances when it is appropriate for Trust schools to use reasonable force to safeguard children. The term <i>reasonable force</i> covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p><i>Reasonable</i> in these circumstances means <i>using no more force than is needed</i>. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> <p>DfE advice for Use of Reasonable Force in Schools is available <u>here</u>.</p> | <p><i>This means in the Trust and its schools:</i></p> <ul style="list-style-type: none"> • <i>that by planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will be reduced;</i> • <i>schools will write individual behaviour plans for the more vulnerable children and agree them with parents and carers;</i> • <i>the Trust will not have a no contact policy as this could leave our staff unable to fully support and protect their pupils;</i> • <i>when using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, all staff will consider the risks carefully.</i> |
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| <p>12.0 The Trust and schools' role in the prevention of abuse</p> <p>The Trust's Safeguarding & Child Protection Policy should not be separate from the general ethos of any of its schools. All schools 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.</p> <p>Safeguarding issues, including online safety will be addressed through all areas of the school curriculum including extra familial harm i.e. multiple harms.</p> | <p><i>This means that in the Trust and its schools:</i></p> <ul style="list-style-type: none"> • <i>all staff will be made aware of the school's unauthorised absence and children missing from education procedures;</i> • <i>all schools will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being;</i> • <i>all 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 Trust/school approach and;</i> • <i>all schools will recognise the particular vulnerability of children who have a social worker.</i> |
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13.0 What the Trust and its schools will do when there is a concern – Early Help response

Where unmet needs have been identified for a child utilising, for example, the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the school DSL will oversee the delivery of an appropriate Early Help response by making simple and reasonable adjustments within the school as this may be all that is needed to address the unmet needs.

The child's voice will remain paramount within a solution focused practice framework.

The primary assessment document used is the 2019 Early Help Assessment (EHA).

Should it be felt that a Think Family or social care response is needed to meet the unmet safeguarding need, the school DSL will initiate a *Request for Support*, seeking advice from Children's Advice and Support Service (CASS – Birmingham) or Multi-Agency Safeguarding Hub (MASH – Dudley).

The school's DSL will oversee any agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.

This means that in our Trust schools we will:

- *implement Right Help Right Time for Birmingham and Dudley Early Help Dudley Safeguarding People Partnership and Birmingham Safeguarding People Partnership*
- *all staff will notice and listen to children and share their concerns with the school DSL in writing;*
- *safeguarding leads will assess, plan, do and review plans;*
- *senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD;*
- *the school 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;*
- *although any member of staff can refer a situation to CASS or MASH, it is expected that the majority are passed through the school DSL team;*

Our LA Designated Officer is:
Name: Yvonne Nelson-Brown (Dudley)

Our LA Virtual School Head is:
Name: Andrew Wright (Dudley)

14.0 Safeguarding children who are vulnerable to radicalisation

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**.

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 vulnerable to future manipulation and exploitation.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation can be found in Appendix 4.

This means that in our Trust and its schools:

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

14.1 Risk reduction

Trustees, executive leaders, headteachers and school DSLs will work together to assess the level of risk within respective schools and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum e.g. RE, Relationships Education, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited into our schools. An example of this can be found [here](#).

All Trust schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. This will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5.

All Trust schools will monitor online activity within school to ensure that inappropriate sites are not accessed by either pupils or staff.

All Trust schools have a duty to co-operate 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).

14.2 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. 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
- 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 Departmental Advice for Schools on [The Prevent Duty](#).

The Trust is clear that any 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 Trust and its schools safeguarding duty.

*The Prevent Single Point of Contact (SPOC) for the Trust is:
Name: Rob Bowater*

*The Prevent Single Point of Contact (SPOC) for the School is:
Name: Sophie Blick*

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

Every Trust school has specialist online monitoring software-Beechwood C E Primary School use esafe.

The Trust and its schools will make referrals to Channel if there are concerns that an individual might be vulnerable to radicalisation.

15.0 Pupils 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 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 should discuss the situation with their school DSL who will follow the published arrangements of the Trust's Safeguarding Partners before a decision is made as to whether the mandatory reporting duty applies.

This means that in the Trust and its schools 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*
 - *Trafficking*
 - *Criminal exploitation and gang affiliation*
- *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.*

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| <p>16.0 Children missing education</p> <p>A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect. This may include:</p> <ul style="list-style-type: none"> • sexual abuse or exploitation • child criminal exploitation • mental health problems • substance abuse. <p>Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of the child going missing in future.</p> <p>Work around attendance and children missing from education will be co-ordinated with safeguarding interventions.</p> <p>All Trust schools will notify the Trust and their Local Authority of any pupil who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries.</p> <p>All Trust schools will also notify the Local Authority of any pupil 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.</p> | <p><i>This means that in the Trust and its schools we will:</i></p> <ul style="list-style-type: none"> • <i>hold two or more emergency contact numbers for each pupil;</i> • <i>ensure all attendance work is connected closely with the school DSL;</i> • <i>adapt attendance monitoring on an individual basis to ensure the safety of each child;</i> • <i>ensure all Trust schools demonstrate that they have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered missing;</i> • <i>work closely with the CME Team, School Admissions Service, Education Legal Intervention Team and the Elective Home Education Team.</i> |
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| <p>17.0 Peer on peer/child on child abuse</p> <p>It is important that Trust schools recognise that children are capable of abusing their peers and that this abuse can include bullying, physical abuse, sexting, initiation/hazing, up-skirting, sexual violence and harassment. The Trust's values, ethos and behaviour policies provide the platform for staff and pupils 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.</p> <p>All Trust schools should recognise the impact of sexual violence and the fact that children can and sometimes do, abuse their peers in this way. When referring to sexual violence this Policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:</p> <ul style="list-style-type: none"> • 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. | <p><i>This means that in the Trust and its schools:</i></p> <ul style="list-style-type: none"> • <i>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;</i> • <i>we will recognise that child on child abuse can occur between and across different age ranges;</i> • <i>we will challenge any form of derogatory language or behaviour, including requesting or sending sexual images;</i> • <i>we will follow both national and local guidance and policies to support any child subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence;</i> • <i>we will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools;</i> • <i>we will utilise the <u>Children who pose a Risk to Children School Safety Plan</u> produced by Birmingham local authority;</i> • <i>All DSLs will follow <u>local guidance</u> to enable provision of effective support to any child affected by this type of abuse.</i> |
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| 18.0 Criminal exploitation Both child 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><i>This means that in the Trust and its schools we will:</i></p> <ul style="list-style-type: none">• <i>Notice and listen to children showing signs of being drawn in to anti-social or criminal behaviour;</i>• <i>use risk assessment screening tools to support our referrals to MASH for any children in our schools we are concerned about;</i>• <i>be aware of and work with the Police and local organisations to respond to and disrupt as much as possible criminal exploitation activity within our schools.</i> |
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PART TWO KEY PROCEDURES

19.0 Involving parents/carers

- 19.1 In general, the Trust and its schools 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 school DSL. However, there may be occasions when a Trust school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 19.2 Parents/carers will be informed about this Safeguarding & Child Protection Policy through the Trust website, school websites and newsletters.

20.0 Multi-agency work

- 20.1 The Trust and its schools work in partnership with other agencies to promote the best interests of all pupils and keeps them as a top priority in all decisions and actions that affect them. Trust schools will, where necessary, liaise with external agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from the Trust's partnership agencies. These requests will be made by the school DSL to the Birmingham Children's Advice and Support Service (CASS) - 0121 303 1888 or the Dudley Multi Agency Support Hub (MASH) 0300 555 0050.

Where the child already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

- 20.2 When invited, a school DSL will participate in a CASS/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.
- 20.3 The Trust and its schools will co-operate with any child protection enquiries conducted by Birmingham or Dudley's Children's Trust. The schools 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 Trust and its schools will provide reports as required for these meetings. If a school is unable to attend, a written report will be sent and shared with the Children's Safeguarding Partners at least 24 hours prior to the meeting.
- 20.5 Where a pupil 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.

21.0 Our role in supporting children

- 21.1 All school staff will offer appropriate support to individual pupils who have experienced abuse, who have abused others (peer on peer abuse) or who act as young carers in their home situation.
- 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 child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 21.3 Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within all Trust schools we will ensure that the needs of children who abuse others will be considered separately from the needs of their victims.
- 21.4 The Trust will ensure all schools work in partnership with parents/ carers and other agencies as appropriate.

22.0 Responding to an allegation about a member of staff

Please read the following in parallel with local 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, trustee 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 in a way that indicates s/he may not be suitable to work with children.
 - behaved towards a child or children in a way that indicated s/he may pose a risk of harm to 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 pupils. In all Trust schools we also recognise that concerns may be apparent before an allegation is made.
- 22.3 All staff working in the Trust must report any potential safeguarding concerns about an individual's behaviour towards children 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 **headteacher** who will liaise with the appropriate Children's Trust Designated Officer (LADO) Team who will decide on any action required.
 - 22.3.2 If the concern relates to the **headteacher**, it must be reported immediately to the CEO of the Trust who will liaise with the Designated Officer in the appropriate Children's Trust (LADO) and they will decide on any action required.
 - 22.3.3 If the safeguarding concern relates to the **CEO** of the Trust then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

23.0 Children with additional needs

- 23.1 The Trust and its schools recognise that all children have a right to be safe. Some children may be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents etc.
- 23.2 When a Trust 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 work with the school to conduct a 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 Trust Board

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 any 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 who need alternative care because of parental illness.
 - children whose parents cannot care for them because their work or study involves long or antisocial hours.
 - children sent from abroad to stay with another family, usually to improve their educational opportunities.
 - unaccompanied asylum seeking and refugee children.
 - teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
 - children staying with families while attending a school away from their home area.
- 24.1.4 There is a mandatory duty on the Trust and its schools to inform the appropriate Children's Trust of a private fostering arrangement. This is done by contacting CASS (0121 303 1888) / MASH 0300 555 0050. The Trust then has a duty to check that the child 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 All Trust staff who work directly with children and their leadership teams should refer to this information.
- 25.2 Guidance on children in specific circumstances found in Annex A of KCSIE 2020 and additional resources as listed below:

| Issue | Guidance | Source |
|--------------------------------------|--|---|
| Abuse | <u>http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</u> <u>http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</u> <u>http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</u> <u>http://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others</u> | West Midlands Safeguarding Children Procedures |
| Bullying | <u>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</u> | West Midlands Safeguarding Children Procedures |
| Children and the Courts | <u>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</u> <u>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</u> | Ministry of Justice advice |
| Missing from Education, Home or Care | <u>http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</u> <u>http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</u> <u>https://www.gov.uk/government/publications/children-missing-education</u> | West Midlands Safeguarding Children Procedures |
| Family Members in Prison | <u>https://www.nicco.org.uk/</u> | Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) |
| Drugs | <u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</u> <u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</u> <u>http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances</u> | Birmingham Police and Schools Panels |

| Issue | Guidance | Source |
|--------------------|---|---|
| Domestic Abuse | <u>http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</u> | West Midlands Safeguarding Children Procedures |
| Child Exploitation | <u>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-exploitation-and-trafficking-including-gangs/#s593</u> Birmingham Criminal Exploitation & Gang Affiliation | West Midlands Safeguarding Children Procedures WMP, BCSP, BCT |
| Homelessness | <u>https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</u> | Housing, Communities and Local Government (HCLG) |
| Health & Wellbeing | <u>http://westmidlands.procedures.org.uk/pkphf/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</u> <u>https://www.birmingham.gov.uk/downloads/file/9462/medicine in schools feb 2018</u> | West Midlands Safeguarding Children Procedures BCC Education Safeguarding |
| Online | <u>https://www.birmingham.gov.uk/downloads/file/8446/sextin g_flow_chart_feb_2017</u> <u>http://policeandschools.org.uk/onewebmedia/Searchin%20Screening%20&%20Confiscation%20Jan%202018.pdf</u> <u>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</u> <u>https://www.gov.uk/government/publications/teaching-online-safety-in-schools</u> | BCC Education Safeguarding Birmingham Police and Schools Panels DfE |
| Private Fostering | <u>https://www.birminghamchildrenstrust.co.uk/downloads/download/57/private_fostering_in_birmingham_information_for_professionals</u> | BCC |
| Radicalisation | <u>http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</u> | West Midlands Safeguarding Children Procedures |
| Violence | <u>http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</u> | West Midlands Safeguarding Children Procedures |

| Issue | Guidance | Source |
|-------|---|---|
| | <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://westmidlands.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 West Midlands Safeguarding Children Group</u></p> | <p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p> |

APPENDICES

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1.0 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);
- 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
- Child is regularly not collected or received from school
- Child is left at home alone or with inappropriate carers

2.0 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

3.0 Sexual abuse

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching

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

4.0 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 or Dudley 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
- having unexplained contact with hotels, taxi companies or fast food outlets
- missing for periods of time (CSE and county lines)

5.0 Emotional abuse

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

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

- 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
- Spoiling, smearing faeces, enuresis.

6.0 Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Exposure to domestic abuse can have a serious, long term emotional and psychological impact on children. Schools work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. All schools are aware of Operation Encompass and the National Domestic Abuse Helpline

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

7.0 Responses from parents/carers

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

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function e.g. 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.

8.0 Disabled children

When working with children with disabilities, staff 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
- inappropriate invasive procedures.

APPENDIX 2

1.0 Dealing with a disclosure of abuse

When a child discloses about abuse they have suffered, what staff should 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.

N.B. - It is not the role of staff to seek disclosures. The role of staff is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

2.0 Immediately after a disclosure

Staff should not deal with this themselves. Staff should promptly share their concerns in writing with the DSL. Clear indications or disclosure of abuse must be reported to the relevant Children's Trust without delay, by the headteacher, school 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 staff will be available from the school DSL or headteacher.

APPENDIX 3

1.0 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 headteacher must be informed immediately and conversations promptly recorded in writing. 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, he/she 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 the Trust CEO, Birmingham Children's Trust Designated Officer (LADO) Team (Tel: 0121 675 1669) or Dudley Children's Trust Designated Officer Team (Tel: 01384 813110). The appropriate LA officer will liaise with the Trust CEO and advise about action to be taken and may initiate internal referrals within the 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. These should be addressed through the Trust's own internal procedures.
 - If the headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against a headteacher, then the Trust **CEO** takes on the role of liaising with the LA Team (LADO or Dudley Children's Trust Designated Officer 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 Trust CEO, the referral should be made to the Birmingham LADO Team directly.

APPENDIX 4

1.0 Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2020 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. 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
 - foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2020 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 Trust staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity crisis** - the pupil is distanced from their cultural/religious heritage and experience discomfort about their place in society
 - **Personal crisis** - the 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 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 pupil may have perceptions of injustice, a feeling of failure, rejection of civic life
 - **Experiences of criminality** - this may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration

- **Special educational need** - pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

7. 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
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 5

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

The SPOC for **The Trust** is **Rob Bowater**.

The SPOC for the School is Sophie Blick who is responsible for:

- ensuring that staff of the school are aware who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- maintaining and applying a good understanding of the relevant guidance in relation to preventing 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 Trust and its schools in relation to protecting pupils from radicalisation and involvement in terrorism
- monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that both are used well to promote community cohesion and tolerance of different faiths and beliefs
- raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- acting as the first point of contact within school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- collating relevant information in relation to referrals of vulnerable pupils into the Channel 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.

NB. 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. 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

1.0 Safeguarding, Child Protection and Addendum

Please read in conjunction with the Trust's Safeguarding Addendum September 2020.

The Trust and its schools have full regard to the statutory safeguarding guidance, keeping children safe in education and also refer to the latest coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance and update safeguarding procedures in line with DfE updates.

The Trust's designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of the Autumn Term 2020, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

The Trust considers communication with school nurse teams to be important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

2.0 Online safety

The school's online safety lead is: Sophie Blick
Contact details: 01384816715

Coronavirus (COVID-19): keeping children safe online - All Trust schools 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 Trust's Staff Code of Conduct. This Policy should, amongst other things, include acceptable use of technologies, staff pupil 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.

The Trust and its schools will 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. The Covid-19 addendum summarising key coronavirus related changes will be kept updated to avoid having to constantly re-issue whole policies.

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 is used by the Trust to help the Trust and its schools satisfy themselves that the Staff Code of Conduct and behaviour expectations are robust and effective. The Trust and its schools will also seek support from Birmingham and Dudley local authorities when planning online lessons/activities and considering online safety.

The Trust and its schools will 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 Trust's 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 this will also signpost children to age

appropriate practical support from such organisations as:

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

The Trust and its schools will be in regular contact with parents and carers. All communications will 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 (if anyone) their child is going to be interacting with online.

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

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

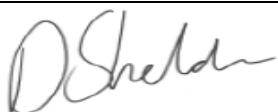
- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers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

Government has also provided:

- **Support for parents and carers to keep children safe from online harms**, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.
- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

The Department for Education encourages Trusts and schools to share this support with parents and carers.

Monitoring and Approval

| | |
|-----------------------------------|--|
| Committee responsible | Trust Board |
| Date approved | September 2020 |
| Reviewed | September 2020 |
| Next review | September 2021 |
| Sign off by Chair of Trust |  Date: September 2020 |

*Please note that should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

Change Management

| Issue No.: | Change date: | Change description: |
|-------------------|---------------------|--|
| 1.0 | Nov'16 | Initial release |
| 2.0 | Nov'18 | Rebranded, updated and signed off for release |
| 3.0 | Feb'19 | Children Missing in Education Policy and Physical Intervention & Physical Contact with Children Policy added |
| 4.0 | Apr'19 | Adoption of BCC Safeguarding Policy |
| 5.0 | Sept'19 | Update for Board Approval November 2019 in line with KCSIE Statutory Guidance 2019 |
| 6.0 | Nov'19 | Reviewed |
| 7.0 | Mar'20 | Links reviewed and re-established |
| 8.0 | Sep'20 | Reviewed in line with KCSiE 2020 and DfE Covid Guidance |

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