




Safeguarding & Child Protection Policy

2024_2025

Adopted by all schools within Leigh Trust

Policy Status and Review

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Part one Safeguarding Policy
Overarching principles and requirements:
Application within the Trust:

1. 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

Children includes everyone under the age of 18.

It should be noted that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to Keeping Children Safe in Education 2024 following the enactment of The Education and Training (Welfare of Children) Act 2021.

KCSiE 2024 now states that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

All staff will refer to Part 1, Part 5 (sections 446-450) and Annex A of Keeping Children Safe in Education 2023.

Safeguarding information for all staff

What school and college staff should know and do – 'A child centred and coordinated approach to safeguarding'.

Safeguarding is at the heart of the Trust's Mission, Values, Vision and Strategic Goals as set out in the Trust's 2023-6 Strategic Plan.

This means that the Trust is committed to safeguarding and promoting the welfare of all its young people. The Trust believes that:

- *The young people have the right to be protected from harm, abuse and neglect.*
- *They have the right to experience their optimum mental and physical health.*
- *Each of them has the right to an education and young people need to be safe and to feel safe in an School.*
- *Young people need support that matches their individual needs, including those who may have experienced abuse.*
- *Young people have the right to express their views, feelings and wishes and voice their own values and beliefs and to be taught to do so inclusively and respectfully.*
- *Our young people should be encouraged to respect each other's values and support each other.*

- *Our young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. The Trust will ensure clear systems and processes are in place to enable the identification of these needs including consideration of when mental health needs may become a safeguarding need.*
- *The Trust will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation extreme behaviours, discriminatory views and risky behaviours.*
- *All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse and considering when mental health may become a safeguarding issue.*

Schools will fulfil their local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 S175
- Data protection: The Data Protection Act - GOV.UK (www.gov.uk)
- Mental Health & Behaviour in Schools
- Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)
- Right Help, Right Time - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)
- Multi-agency Statutory Guidance on Female Genital Mutilation
- Protecting children from radicalisation: the prevent duty 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Birmingham RSE Primary Offer
- Searching, screening and confiscation at school - GOV.UK (www.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Voyeurism Offences Act 2019
- Working together to improve school attendance - GOV.UK (www.gov.uk)
- Human Rights Act 1998

- Government publication equality act 2010 advice for schools
- Harmful online challenges and online hoaxes - [GOV.UK](http://www.gov.uk) (www.gov.uk)
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- Safeguarding disabled children - GOV.UK (www.gov.uk)
- Keeping children safe during community activities, after <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings> school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)
- Public sector equality duty guidance schools
- Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)

In the Trust the following people will take the lead in these areas:

Safeguarding Lead: Razia ALI

Data Protection officer: Tom Blewitt

Mental Health Lead – Anna Bateman

Safeguarding Director: Anita Ward

The Trust's online monitoring is carried out by the Digital Safeguarding Administrator, Tracey Beard, who is DSL trained.

Within each School, alongside the Designated Safeguarding Lead (DSL) and their Deputy DSLs (DDSLs) there will be the following roles:

Each School will have Operation Encompass Key leads.

Each School in the Trust has a Designated Teacher for Children in Care (CIC) and Previously Children in Care (CIC).

They will also liaise with the virtual Head Teacher in relation to children with a social worker.

2.0 Overall aims

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

- Adopting a whole Trust approach to safeguarding

- Making clear the need for ensuring safeguarding and child protection are at the forefront and underpins all relevant aspects of process and policy development in schools and colleges
- Clarifying standards of behaviour for staff and young people
- Contributing to the establishment of a safe, resilient and robust ethos in our Trust, built on mutual respect and shared values
- Introducing appropriate work within the curriculum.
- Encouraging young people and parents/carers to participate.
- Alerting staff to the signs and indicators that all may not be well.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities young people face.
- Addressing concerns at the earliest possible stage.
- Reducing the potential risks young people face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation.
- Recognising risk and supporting online safety for young people, including in the home.

This means that in the Trust will:

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

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

Directors, via leadership, will ensure that any commissioned agency will reflect the values, philosophy and standards of our schools. Confirmation is sought that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 Guiding Principles

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

- Provide effective help and support as early as possible.
- 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 families' strengths.
- Build resilience in families to overcome difficulties.

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

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

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

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

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.
- Deal with disclosures of abuse from children in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible.
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans.

This means that in the Trust:

All staff across the Trust receive mandatory safeguarding training upon Induction. This also applies to staff who join the Trust midyear. The training includes online safety and other related safeguarding themes as outlined in KCSIE 2024. This is regularly updated and considered as part of the Trust- and School-wide approach. They will also receive regular safeguarding and child protection update briefings as appropriate. Visitors will receive information about the schools safeguarding procedures on arrival.

Staff will be required to read (and sign to confirm that they have) Part 1, Part 5 (sections 446-450) and Annex A of Keeping Children Safe in Education.

Staff will be trained to provide a 'safe space' for LGBT young people.

All staff and visitors working with young people will be made aware of the particular vulnerabilities of young people with special education needs/disabilities in relation to safeguarding and also of Children in Care and other vulnerable groups, including the importance of not assuming that behaviours/indicators are related to their identified need rather than being an indication of a safeguarding issue.

Key staff will undertake more specialist safeguarding training in a programme prepared by the DSL.

The Directors will be subjected to an enhanced DBS check and 'Section 128' check.

The Trust will follow Safer Recruitment processes and checks for all staff as set out in the Safer Recruitment Policy.

5.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
 - DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.
 - The Trust should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSLs to allow them to undertake their duties.
 - Safeguarding and child protection information will be dealt with in a confidential manner. The
 - DSL will ensure that their School is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.
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- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil or student: the school will not keep family files. Files will be kept for at least the period during which the pupil or student is attending the school, and beyond that in line with current data legislation and guidance.
 - If a young person moves from our schools, child protection and safeguarding records will be forwarded on to the DSL at the new school in a timely manner, 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.

Each of the schools in the Trust will have a lead DSL and Deputy DSLs. In addition, the Safeguarding Lead for the Trust is Razia Ali

The designated safeguarding lead (DSL) and any deputies should undergo training every 2 years.

In addition to formal training, their knowledge and skills should be updated at regular intervals, and at least annually.

Any steps taken to support a young person 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.

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

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

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

This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child or young person arrives. Likewise, the DSL (and where appropriate, the SENDCo) will ensure young people moving to one of our schools receive effective and appropriate support.

6.0 Contextual Safeguarding

Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

In the Trust's schools, DSLs will consider Familial Harm (contextual safeguarding) and give due regard to the effectiveness of the School's safeguarding system within the wider system. This will be evidenced in:

- *Informal and formal assessments of need or risk for the child.*
- *Patterns of risk in relation to the School environment and the local area.*
- *DSL full and refresher training sessions.*

The Trust Schools are catering for the needs of children in more deprived areas and as a group of schools are dealing with issues such as:

- **Drug abuse/County Lines**
- **Knife crime**
- **Domestic abuse**
- **Prostitution**
- **FGM**
- **Child Criminal Exploitation**
- **Child Sexual Exploitation**
- **Neglect**
- **Homelessness**
- **Poverty**

The children may not be experiencing this directly, however at times are experiencing the impact of the above through living in the area and other family members. There will be other factors too that have a detrimental impact on the children. The role of all the staff is to keep vigilant and if any changes become apparent in the behaviour or manner of a child, create the correct environment to support the individual.

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

- *Informal and formal assessments of need or risk for the child.*
- *Patterns of risk in relation to the School environment and the local area.*
- *DSL full and refresher training sessions.*

7.0 Mental Health

KCSiE 2024 requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health support

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

Department for Education (DfE) (2017) Preventing bullying. **Government publication preventing and tackling bullying**

Department for Education (DfE) (2018) Mental health and behaviour in schools **Government publication mental health and behaviour in schools 2**

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

In the Trust's schools this means that:

- *All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.*
- *Each School will have a named Senior Mental Health Lead. The Trust Mental Health Lead is Anna Bateman*
- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.*
- *All staff will take seriously their organisational and professional role in supporting and promoting mental health and wellbeing of young people through:*
- ***Prevention:*** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping young people to be resilient so that they can manage the normal stress of life effectively. This will include teaching them about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.*
- ***Identification:*** *recognising emerging issues as early and accurately as possible.*
- ***Early support:*** *helping pupils to access evidence based early support and interventions.*
- ***Access to specialist support:*** *working effectively with external agencies to provide swift access or referrals to specialist support and treatment.*

8.0 The Designated Teacher Looked After Children

- The Trust will ensure that there is a designated teacher in each School and should work with local authorities to promote the educational achievement of registered pupils who are in care.
- Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Birmingham Children's Trust has ongoing responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops

a pathway plan with the young person. This plan describes how Birmingham Children's Trust will support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker

Virtual school head role extension to children with a social worker - GOV.UK (www.gov.uk)

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

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

Each School in the Trust has a Designated Teacher for Looked After Children

The Designated Teacher will:

- *Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the Virtual School Head Teacher to promote the educational achievement of previously Children in Care.*

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

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

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

9.0 Governance

The Trust's Board of Directors have strategic responsibility for the Trust's safeguarding arrangements and therefore 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 Trust operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including those involved in governance).
- The Head of School and all other staff who work with children and young people will undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained.
- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding and child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The Trust has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures.
- Those involved in governance will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the Trust’s safeguarding policy and procedures are effective and deliver a robust whole school approach to safeguarding.
- The Trust’s nominated Director for Safeguarding will liaise with the Trust Safeguarding Lead over all matters regarding safeguarding and child protection issues. This governance role is strategic rather than operational – they will not be involved in concerns about individual young people. At School level, the Young Person Advocate will report on the views of young people and will meet with the School’s DSL, reporting to the Education Standards Committee via the Chair Advocate.

All those involved in governance should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

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

All Directors and LGB Members must read Keeping Children Safe in Education 2024

The Trust’s nominated Safeguarding Director is Anita Ward.

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

The Board of Directors and LGB governors will receive appropriate safeguarding and child protection (including online) training at induction.

The Board of Directors and LGBs will review all policies and procedures that relate to Safeguarding and Child Protection annually.

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

The Chair of Directors, Mrs. Anita Ward, is nominated to be responsible for liaising with Birmingham's Children's Trust in the event of allegations of abuse made against the CEO.

The Head will write a termly report for the LGB and the Directors will also receive and scrutinise a termly report from the Trust Safeguarding Lead.

10.0 Staff recruitment and induction

10.1 Safer recruitment and selection

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

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

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

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

This means that in the Trust:

Each School will identify staff who have undertaken Safer Recruitment training. Leaders will have up-to-date certified, safer recruitment training through High Speed Training.

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

The Trust's recruitment processes, as set out in the relevant policy, are followed in all appointments across the Trust. Reference is included at paragraphs 12.2.12 and 7.45.13 of the existing Policy. It also appears in the conditional offer letter and on My New Term when applicants apply. In line with KCSiE 2023, the Trust will make clear when roles are advertised that online checks will be carried out for candidates offered a post via a process established within the Trust's core team.

10.2 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.

10.3 Staff support

- Regular safeguarding supervision will be offered to DSLs within school

- Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school.
- DSLs will be supported to access training as appropriate including training in behaviour and mental health.
- All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.

The Trust operates a set induction programme for all new staff, which includes a focus on key policies, including this policy and all safeguarding procedures.

Copies of other relevant policies or links to

Part 1 Part 5 (sections 446-450) and Annex A of KSCIE 2023 are provided to staff at induction. All staff must sign to confirm that they have read these documents.

The Trust recognises the importance of practice oversight and multiple perspectives in safeguarding and child protection work. The Trust will support staff by providing opportunities for reflective practice including the opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate. The Trust will ensure that all colleagues who work across sites within our Trust are aware of the key information relating to those sites.

11.0 The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children and young people.

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

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

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

This means in the Trust's schools:

The Trust's approach to promoting positive behaviour, so nurturing a culture in each School so that all young people can flourish, is set out in the school Behaviour Policy.

Each School sets out how this policy is implemented in its published behaviour procedures.

Section 8 of the Trust's Behaviour Policy sets out the guidance on the use of reasonable force. The Trust will not have a 'no contact' policy.

When using reasonable force in response to risks presented by incidents involving children and young people including any with SEN or disabilities, or with medical conditions, staff will consider the risks carefully. Staff across the trust are CPI trained. The Safety Intervention Policy supports staff with this approach, how to deal with and report to staff/parents

12.0 Each School's role in the prevention of abuse including online safety

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

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

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

12.2 Online safety

The Trust recognises the importance of safeguarding children from potentially harmful and inappropriate online material, and that technology is a significant component in many safeguarding and wellbeing issues.

This means that within the Trust:

The Trust's overarching ethos will be consistently reaffirmed with all.

Staff training will focus on the range of safeguarding issues, including those related to online risks, personal safety and the procedures for staff allegations.

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

The Trust will provide opportunities for young people to develop skills, concepts, attitudes and knowledge that promote their safety and well-being (including online) and will regularly review this provision) to include those areas set out in section 129 of Keeping Children Safe in Education.

The Trust's approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

*All policies which address issues of power and potential harm (for example each schools' Anti-Bullying Policy, the Trust's Equality, Diversity and Inclusion Policy and the School's Behaviour Policy) will be inter-linked to ensure a whole school approach. The School's Behaviour Policy and the School's associated published procedures are rooted in the DfE publication: **Behaviour in schools guidance (publishing.service.gov.uk)**.*

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

The Trust has robust processes in place to promote online safety. The Online Safety Policy contains the ethos and procedures across the Trust in relation all such issues, including: filtering and monitoring (including the actions required by the Prevent Duty outlined in Section 14 below to ensure the online safety of young people); educating young people, advising parents/carers and training staff in the safe and responsible use of the internet and of mobile devices, with clear guidelines within schools' behaviour procedures for young people and within the Staff Code of Conduct. The Online Safety Policy addresses these issues in Sections 8 and 9.

Key features of securing online safety within the Trust are:

- *ensuring that the Trust's user agreement sets out clear expectations, which apply to young people, staff and those involved in governance.*
- *ensuring that the curriculum in all schools, in an age-appropriate way, educates young people about the safe use of the internet, and especially social media, and technology; about how to keep personal information private and the risks of not doing so; how to recognise unacceptable or risky behaviour online and how to respond to cyber-bullying as either victim or witness.*
- *ensuring staff have regular updates and have as part of their annual training and induction guidance on online safety issues to include: cyber-bullying, the risks of online radicalization, and their expectations, roles and responsibilities around filtering and monitoring.*
- *ensure all stakeholders are aware of the link between online behaviour (including the use of mobile devices and the DfE's guidance on searching, screening and confiscation) and the Trust's Behaviour Policy and each School's behaviour procedures.*
- *include regular updates to parents/carers, including how to raise concerns regarding online safety.*

13.0 Each School's role in the prevention of abuse (Early Help response)

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

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

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

If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, **seeking advice from Children's Advice and Support Service (CASS) as required.**

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

*This means that the Trust will implement **Right Help Right Time.***

All staff will notice and listen to children and young people, sharing their concerns with the 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 DSL will normally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

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

Leaders (normally the DSL) in schools will ensure that they continue to follow closely the progress of any cases which they have referred, ensuring that the relevant authorities are aware and escalating if there are concerns over the level of response. Leaders should seek advice from the Trust Safeguarding Lead, the Director of Primary Education or the CEO as required. Any communication in which cases have been followed up should be retained as evidence.

14.0 Safeguarding students who are vulnerable to radicalisation

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

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

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

This means that in our Trust:

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

Young people and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. All staff and external visitors will follow the guidance in our No Platform Policy.

14.1 Risk reduction

Directors, Head Teachers 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, the use of school premises by external agencies, integration of young people 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 [here](#):

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the 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 young people 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).

14.2 Channel

The Trust is clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any individual or group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of the schools' safeguarding duty.

Each School will have a named SPOC for this area of safeguarding.

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

*The Trust will use specialist online monitoring software, Securus Roles, to ensure online safety and responsibilities for filtering and monitoring are reflected in the **Online Safety Policy** including how to act and report concerns.*

Each School will complete a Prevent Self-Assessment Audit Tool required by the 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 CounterTerrorism 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**.

Prevent Duty which outlines any filtering and monitoring systems. A copy will be shared with the Directors.

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

The Trust will ensure that the schools are meeting minimum standards for cyber security and protecting the schools and data from any cyber-attack.

15.0 Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)

Since October 2015, all schools have been subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary action.

The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

Since February 2023, it has been illegal for anyone under the age of 18 to marry or enter into a civil partnership, even where violence, threats or another form of coercion are not used. *This means that the Trust will ensure:*

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

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

- *Forced marriage and honour-based violence **The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)***
- *FGM*
- *Domestic abuse*
- *Trafficking*
- *Criminal sexual exploitation and child criminal exploitation*
- *Child on child abuse*
- *Serious sexual harassment and violence*
- *Prevent Duty*
- *Bullying including cyber bullying*
- *Drugs and substance abuse*
- *Fabricated or induced illness*
- *Faith abuse*
- *County lines*
- *Absence from Education (Child missing from education, home and care)*
- *Gender based violence*
- *Knife crime*
- *Mental health*
- *Modern slavery*
- *Sexting*
- *Trauma*
- *Upskirting*

All staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans.

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

16.0 Children who are absent from education

A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

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

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

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

This means that in the Trust:

All staff are aware there is a difference between children missing education (CME) and children who are persistently or long term absent from school. Persistent absentees are not CME.

Children missing education (CME) is defined as those who are of a compulsory school age but are either not registered at a school or else not receiving suitable education in place of a school setting.

CME may be at a significant risk of not meeting their academic potential and underachieving. Schools will:

- hold two or more emergency contact numbers for each young person.*
- ensure all our attendance work liaises closely with the DSL.*
- adapt attendance monitoring on an individual basis to ensure the safety of each young person.*
- demonstrate that School staff have taken reasonable enquiries to ascertain the whereabouts of young people that would be considered 'missing.'*
- work closely with the CME Team, School Admissions Service, Education Legal Intervention Team, Elective Home Education Team and Birmingham Children's Trust and other external agencies.*

17.0 Child on child abuse

The KCSiE 2023 guidance requires that additional information about child-on-child abuse should be included in schools' and colleges' child protection policies, including paragraph 156.6 "a statement which makes clear there should be a zero tolerance approach to abuse,"

It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and
This means that in the Trust:

All staff will receive training on child-on child abuse and our schools will adopt the 'whole school approach' to tackling sexism.

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

semi-nudes, initiation/hazing, up skirting, sexual violence and harassment.

Paragraph 465 of KCSiE 2023 includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.

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

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

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

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by penetration:** A person (A) commits an offence if: 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. *be alert to child-on-child abuse (including sexual harassment).*
 - *understand how the schools views and responds to child-onchild abuse.*
 - *stay safe and be confident that reports of such abuse will be taken seriously.*

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

The Trust will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', or 'part of growing up.' All staff will be aware of Part 5 of KCSIE: child on child sexual violence and sexual harassment, confirming that they have read sections 446-450.

*This also related to the information retained in the **School Behaviour Policies.***

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

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

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

The Trust will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure the Trust's DSLs are familiar with the process.

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

In assessing and responding to harmful sexualised behaviour, the Trust follow the local good practice guidance Safeguarding - guidance/children who abuse others including child-on-child abuse harmful sexual behaviour to enable provision of effective support to any young person affected by this type of abuse.

18.0 Criminal exploitation

Both CSE and 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.

School staff should notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals to CASS for any children in our schools we are concerned about.

This means that in the Trust's schools all staff will:

Notice and listen to children and young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any young person they are concerned about.

All staff will receive annual training ensuring that is relevant and appropriate to our individual settings.

The Trust will be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within each School.

Criminal Exploitation of children and vulnerable adults: County Lines guidance publishing.service.gov.uk) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_Sept2018.pdf)

19.0 Domestic Abuse

KCSiE 2023 states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.

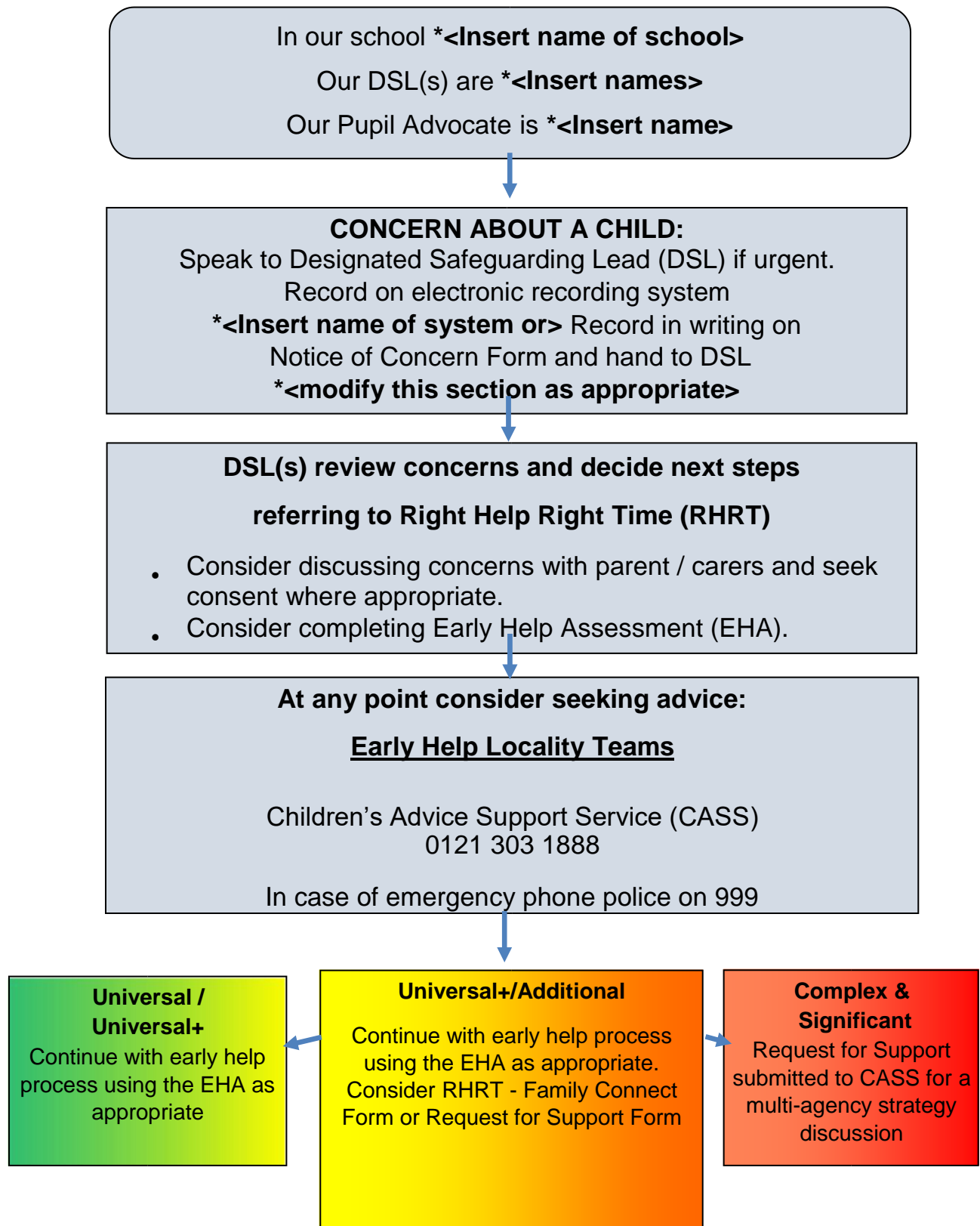
This means that the Trust will:

Sign up to Operation Encompass to receive notices of domestic abuse and swiftly act to support the child.

Utilize the Birmingham Approach to Relationships and Health Education in Primary Schools.

Part Two: Key procedures

Responding to concerns about a child – For each school and the Trust Team this is completed to personalise the information for the school/Trust setting



20.0 Involving parents/carers

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

However, there may be occasions when a Trust 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 young person.

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

21.0 Multi-agency work

- 21.1 The Trust works in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them. The schools in the Trust will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888 or Early Help Locality Teams to complete a **Family Connect Form**. Where the young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.
- 21.2 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 young person are met.
- 21.3 The Trust will co-operate with any child protection enquiries conducted by Birmingham 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.
- 21.4 The schools will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting and will plan for DSL cover during school holiday periods.
- 21.5 Where a young person is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, schools will contribute to the preparation, implementation and review of the plan as appropriate and will follow up to ensure appropriate action has been taken.

22.0 Our role in supporting children

- 22.1 Trust staff will offer appropriate support to individual young people who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation. The Trust's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.
- 22.2 An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the young person's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 22.3 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. The Trust will ensure that the needs of young people who abuse others will be considered separately from the needs of their victims.
- 22.4 The Trust ensure that the schools works in partnership with parents/carers and other agencies as appropriate.

23.0 Responding to an allegations/concerns raised about a member of staff, including supply teachers, other staff, volunteers and contractors

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

- 23.1 This procedure must be used in any case in which it is alleged that a member of staff, governor, Director, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or young person or may have harmed a child or young person.
 - Possibly committed a criminal offence against or related to a child or young person; or
 - Behaved in a way that indicates s/he may not be suitable to work with children and young people.
 - Behaved towards a child or children in a way that indicated she/he may pose a risk of harm to children.
- 23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse young people. The Trust also recognises that concerns may be apparent before an allegation is made.
- 23.3 Any external organisations or individuals using school premises that delivers activities for children on school premises need to be aware of Safeguarding Policy and the managing allegations against staff. Any allegation against these staff members should follow normal safeguarding procedures including informing LADO. This also covers allegations made against a volunteer, including agency staff.

- 23.4 Low level concerns must be reported by staff as described below. Head Teachers will record low level concerns.
- 23.4.1 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 Head Teacher or the Head of School of the individual School who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.
- 23.4.2 If the concern relates to the Head teacher or Head of School, it must be reported immediately to the EHT who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.
- 23.4.3 If the safeguarding concern relates to the CEO, then the concern must be made directly to the Chair of Directors, Mrs Anita Ward, who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.
- 23.5 All staff working within the Trust must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

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

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

24.0 Children with additional needs

- 24.1 Our school recognises that all young people have a right to be safe. Some young people may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents etc.

- 24.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, the Trust will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the ATAB.

25.0 Children in specific circumstances

25.1 Private Fostering

- 25.1.1 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.
- 25.1.2 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.
- 25.1.3 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.
- 25.1.4 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.

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

- 26.1 Staff who work directly with children/young people, and their leadership team should refer to this information
- 26.2 Guidance on children in specific circumstances found in Annex A of KCSiE 2023 and additional resources as listed below:

| Issue | Guidance | Source |
|--------------------------------------|--|---|
| Abuse | <p><u>Safeguarding guidance - abuse linked to faith or belief</u></p> <p><u>Safeguarding Guidance Domestic Violence and Abuse</u></p> <p><u>Safeguarding guidance - neglect</u></p> <p><u>Children who abuse others West Midlands Safeguarding Children Link 74Group</u></p> | West Midlands Safeguarding Children Procedures |
| Child on child abuse | <p><u>http://westmidlands.procedures.org.uk/pkphh/regionalhttp://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullyingguidance/bullying#</u></p> | West Midlands Safeguarding Children Procedures |
| Children and the Courts | <p><u>Young witness booklet age 5-11</u></p> <p><u>Young witness booklet age 12-17</u></p> | Ministry of Justice (MoJ) advice |
| Missing from Education, Home or Care | <p><u>Children missing from care home and education</u></p> <p><u>Regional safeguarding guidance children missing education</u></p> <p><u>Working together to improve school attendance (publishing.service.gov.uk)</u></p> | West Midlands Safeguarding Children Procedures |
| Family Members in Prison | <p><u>Family members in prison</u></p> | Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) |
| Drugs | <p><u>PSYCHOACTIVE SUBSTANCES policeandschools.org.uk</u></p> <p><u>ALCOHOL policeandschools.org.uk</u></p> <p><u>West Midlands Procedures Children with Substance Misusing Parents</u></p> | Birmingham Police and Schools Panels |

| | | |
|--------------------|---|--|
| Domestic Abuse | <u>West Midlands Procedures Domestic Violence and Abuse</u> <u>www.operationencompass.org</u> | West Midlands Safeguarding Children Procedures Operation Encompass |
| Child Exploitation | <u>West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</u> <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> | West Midlands Safeguarding Children Procedures WMP, BCSP, BCT |
| Homelessness | <u>Government Homelessness publication</u> | HCLG |
| Health & Wellbeing | <u>Self-harm and suicide procedures</u> | West Midlands Safeguarding Children Procedures |
| Online | <u>Searching, screening and confiscation (policeandschools.org.uk)</u> <u>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</u> <u>Teaching online safety in school</u> | Birmingham Police and Schools Panels West Midlands Safeguarding Children Procedures DfE |
| Private Fostering | <u>Information about private fostering and how to report</u> | BCC |
| Radicalisation | <u>Safeguarding children and young people against radicalisation and violence</u> | West Midlands Safeguarding Children Procedures |
| Violence | <u>Safeguarding guidance on sexually active children and young people</u> <u>HSB School guidance</u> <u>Children who pose a risk to children</u> <u>SECONDARY MENU policeandschools.org.uk</u> <u>Children affected by gang activity and youth violence</u> <u>Violence against women and girls</u> <u>Honour-based violence West Midlands Safeguarding Children Group</u> | West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels |

Part 3: Quality Assurance, Learning from Cases and Continuous Improvement

27 Quality assurance

Quality assurance is about assessing the quality of the work the Trust undertakes in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through Section 175 audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

The BSCP has recommended that “in reviewing the safeguarding data members of the ATAB and Directors should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted.”

This means that in the Trust:

There will be calendared quality assurance activities, including those that are externally led, which will review safeguarding procedures, including the teaching of young people to be safe.

Each School DSL will complete the Section 175 review annually, implement and review the resulting action plan with a view to reporting to The Safeguarding Lead for the Trust

The Trust will contribute quality data to inform multi-agency audits and practice reviews.

The Trust will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

27.1 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews

The Trust will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.

The Trust will collaborate with Birmingham Safeguarding Children Partnership to share information.

This means that in the Trust's schools:

Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding

Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.

Where a case is relevant to one of our schools, the Trust will ensure that the relevant School fully supports Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.

Appendices Appendix 1

Definitions and indicators of abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); 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. Child Sexual exploitation

Child sexual exploitation occurs when a young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the young person performing sexual activities, or another person performing sexual activities on the 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 young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to 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 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 young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the 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 young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment.

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

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

- Soiling, smearing faeces, enuresis.

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

6. Responses from parents/carers

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

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

7. Disabled children

It is recognised that children and young adults with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs.

Why are disabled children at greater risk of abuse?

There are several factors that contribute to disabled children and young people being at a greater risk of abuse.

Empowering our Learners

Social attitudes and assumptions about disability can have an impact on children’s self-confidence.

Getting to know a child or young person with SEND and finding the best way to communicate with them is a positive way of building a child’s self-esteem. This can show the child that there is someone they can trust and communicate with and help

them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

Help empower Learners with SEND by:

- providing them with communication support and opportunities to express themselves
- helping them to build a supportive relationship with a trusted person
- consulting them on their views and wishes about their life and care in order to meet their needs
- providing accessible education on topics such as keeping safe, sex and relationships and online
- safety (NSPCC programmes “stay safe, speak out” and the O2 online safety programme)
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music
- giving them access to advocacy services (Malachi, Advocacy Matters)

Communication barriers

Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.

Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.

It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs.

Without this knowledge children may not recognise that they are being abused or won't know how to describe what's happening to them.

Some learners can even have no capacity to communicate at the level required to express themselves around any safeguarding issues or concerns. Staff will need to be very vigilant and observe any changes that could be a sign of abuse or neglect.

Changes could be:

- The way the learner feels (sad, redrawn, agitated, scared, etc)
- The way they present (injuries, clothes, hygiene, etc)
- Their behaviour (not as usual, aggressive, new inappropriate touch, etc)
- Eating habits (Not eating anymore or very hungry)
- Third party account (parents, siblings, other professionals, etc)
- Parental engagement (attendance to meetings, consultations with specialist and medical, lack of communication)

Misunderstanding the signs of abuse

It is not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.

Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Lack of understanding on staying safe

Personal safety programmes and relationships and sex education (RSE) are not always made accessible to children with SEND. This can be for a number of reasons:

- parents and professionals may think young people with learning disabilities should not have relationships or sex
- sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities.

Increased isolation

Disabled children may have less contact with other people than non-disabled children because they have:

- fewer out of school opportunities than their peers
- fewer opportunities for spontaneous fun with friends
- difficulty finding out about accessible events/places

Dependency on others

- Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.
- If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.
- Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.

Inadequate support

- It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.
- Disabled children are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers

- Some adults may not focus on a disabled child's views.
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with 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.

<https://www.calthorpe.thrive.ac/attachments/download.asp?file=218&type=pdf>

Appendix 2

Dealing with a disclosure of abuse

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what she/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 she/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB

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

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Head Teacher, Head of 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 young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL, Head Teacher or Head of School.

Appendix 3 Allegations about a member of staff, advocate 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, it must be reported to the Head teacher/Head of School. If an allegation is made about the Head, it must be reported to the Chair of Governors. If an allegation is made about the CEO, it must be reported to the Chair of Directors, Mrs Anita Ward. If an allegation is made about an advocate or Director, it must be reported to the CEO. If an allegation is made towards a visitor or volunteer the Head must be informed immediately. The Head must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations, including for supply staff, are completed appropriately.

3. The Head Teacher/Head of School 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 Head Teacher will notify Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Directors 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.

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

- If the Head 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 Head then the Chair of Governors 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 safeguarding Policy and the Staff Handbook
 5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

Appendix 4

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2023 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 beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2023 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. Young people 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 all staff in the schools can recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity crisis** - the young person is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal crisis** - the young person 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 young person'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 young person 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** – young person may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters
 - Family members convicted of a terrorism act or subject to a Channel intervention
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5

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

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

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/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 the school in relation to protecting young people from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RE and PHSE curriculum and 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 young from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to young people who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable young people into the Channel² process.
- Attending Channel meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

² Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to •

Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

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

Appendix 6

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

Security-related incidents in schools and colleges

The Trust's security processes complement the safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It forms part of the suite of policies and procedures to ensure the health, safety and well-being of students and staff including in relation to the online environment.

The Trust's schools have a crisis management policy, with is stress-tested through a calendared QA process.

Vulnerable Children and Young People

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

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> Working together to safeguard children - GOV.UK (www.gov.uk)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> Early years foundation stage (EYFS) statutory framework
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

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

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

Safeguarding Partners and Designated Safeguarding Leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education 2023** and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

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

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

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

The Trust 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. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools satisfy themselves that their staff behaviour policies are robust and effective.

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

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

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

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

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

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

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

Government has also provided:

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

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

Appendix 7

Contacting the Education Safeguarding Team

For queries, concerns or questions around:

- Outcomes of referrals or Requests for Support progressing through CASS, MASH and EMPOWER U, for open cases to BCT, for anything relating to multi-agency partnerships, or resolution and escalation of a child's case, please email CASSEducation@birmingham.gov.uk
- Advice and support around implementing policy, procedure, training, Section 175, Ofsted complaints or concerns, in school support and anything else required to ensure implementation of statutory safeguarding requirements, please email EducationSafeguarding@birminnngham.gov.uk
- Operation Encompass, implementation in schools, advice and guidance on process and for feedback, please email OperationEncompass@birmingham.gov.uk
- Procedures Online – Disputes and Escalation Procedure and Protocol Secure – this guidance outlines how the Dispute and Escalation Process works in Birmingham Children's Trust (BCT).

https://birminghamcs.proceduresonline.com/p_dispute_escalation.html