

Safeguarding & Child Protection Policy for Schools, Educational Settings & Providers of Education Services for Children & Young People September 2021

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

Section	Page
Part 1: Safeguarding Policy	
1 Introduction	4
2 Overall aims	6
3 Guiding principles	7
4 Expectations	7
5 Designated Safeguarding Lead (DSL)	8
6 Contextual safeguarding	8
7 Mental health	9
8 Designated Teacher for Looked After and Previously Looked After Children	10
9 The Trustees	11
10 Safer recruitment and selection	12
10.1 Induction	12
10.2 Staff support	12
11 Use of reasonable force	13
12 The school's role in the prevention of abuse	13
13 What we will do if we are concerned – Early Help response	14
14 Safeguarding pupils/students who are vulnerable to radicalisation	15
14.1 Risk reduction	16
14.2 Channel	16
15 Safeguarding pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' violence (including female genital mutilation and forced marriage)	17
16 Children who go Missing from Education	17
17 Peer on peer abuse including sexual violence and harassment	18
18 Criminal exploitation	19
Part 2: Key Procedures	
Chart: Responding to concerns about a child	20
19 Involving parents/carers	21
20 Multi-agency work	21
21 Our role in supporting children	21
22 Responding to an allegation about a member of staff	22
23 Children with additional needs	22
24 Children in specific circumstances – private fostering	22
25 Links to additional information about safeguarding issues and forms of abuse	23
Part 3 Quality Assurance , Learning from Cases and Continuous Improvement	
Quality Assurance	
Learning from Cases and Continuous Improvement	
Appendices	
Appendix 1: Definitions and indicators of abuse	27
1 Neglect	27
2 Physical abuse	27
3 Sexual abuse	28
4 Sexual exploitation	28
5 Emotional abuse	29
6 Responses from parents	29

Section		Page
7	Disabled children	30
	Appendix 2: Dealing with a disclosure of abuse	31
	Appendix 3: Allegations about a member of staff, governor or volunteer	32
	Appendix 4: Indicators of vulnerability to radicalisation	33
	Appendix 5: Preventing violent extremism - roles and responsibilities (SPOC)	35
	Appendix 6: COVID-19 and safeguarding	36
	Appendix 7: Due diligence and external register	38
	Appendix 8: Safeguarding information	40

<p>Part One: Safeguarding Policy</p> <p>1.0 Introduction</p> <p>Safeguarding and promoting the welfare of children is defined as</p> <ul style="list-style-type: none"> • protecting children from maltreatment • preventing impairment of children's mental and physical health or development • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care • taking action to enable all children to have the best outcomes <p>Children includes everyone under the age of 18.</p> <p>Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSiE following the enactment of The Education and Training (Welfare of Children) Act 2021.</p> <p>Please refer to KCSiE Part One</p> <ul style="list-style-type: none"> • Safeguarding information for all staff • What school and college staff should know and do • A child centred and coordinated approach to safeguarding 	<p><i>This means that our school is committed to safeguarding and promoting the welfare of all its pupils. We believe that:</i></p> <ul style="list-style-type: none"> • <i>Our children have the right to be protected from harm, abuse and neglect</i> • <i>Our children have the right to experience their optimum mental and physical health</i> • <i>Every child has the right to an education and children need to be safe and to feel safe in school</i> • <i>children need support that matches their individual needs, including those who may have experienced abuse</i> • <i>Our children have the right to express their views, feelings and wishes and voice their own values and beliefs</i> • <i>Our children should be encouraged to respect each other's values and support each other</i> • <i>Our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.</i> • <i>Our school 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 risk-taking behaviours</i> <p><i>All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue.</i></p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • <u>Working Together to Safeguard Children (DfE)</u> • <u>Keeping Children Safe in Education</u> • <u>West Midlands Safeguarding Children Procedures</u> 	<p><i>In our school the following people will take the lead in these areas:</i></p> <p><i>Our Data Protection officer is:</i> Alison King-Harmes</p> <p><i>Our Rights Respecting link is:</i> Clare James</p>

<ul style="list-style-type: none"> • <u>The Education Act 2002 S175</u> • <u>General Data Protection Legislation (2018)</u> • <u>Mental Health & Behaviour in Schools</u> • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> • Birmingham Safeguarding Children Partnership threshold guidance <u>Right Help Right Time</u> • <u>Multi-agency Statutory Guidance on Female Genital Mutilation</u> • <u>Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)</u> • <u>Protecting Children from Radicalisation: The Prevent Duty, 2015</u> • <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u> • <u>Birmingham RSE Primary Offer</u> • <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</u> • <u>Voyeurism Offences Act 2019</u> • <u>DfE statutory guidance on Children Missing Education</u> 	<p><i>Our lead for Mental Health is:</i> Clare James</p> <p><i>Our Safeguarding governor is:</i> Nadeem Bhatti</p> <p>Our Operation Encompass Key Adult is: Clare James</p>
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2.0 Overall aims

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

- Adopting a Whole school and college approach to safeguarding
- A new section has been added making clear the need for ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in schools and colleges.
- Clarifying standards of behaviour for staff and pupils
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging pupils and parents to participate
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities their pupils face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks pupils of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for pupils, including in the home

This means that in our school we will:

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

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

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

<p>3.0 Guiding Principles</p> <p>These are the seven guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in <u>Right Help Right Time</u>;</p> <ul style="list-style-type: none"> • Have conversations and listen to children and their families as <u>early</u> as possible • Understand the child's lived experience • Work <u>collaboratively</u> to improve children's life experience • Be <u>open</u>, honest and transparent with families in our approach • <u>Empower</u> families by working with them • Work in a way that builds on families' <u>strengths</u> • Build <u>resilience</u> in families to overcome difficulties 	<p><i>This means that in our school all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership <u>Right Help Right Time</u>, and procedures for <u>Early Help</u>.</i></p> <p><i>All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.</i></p> <p><i>It also means that where early help is appropriate, the designated safeguarding lead/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.</i></p> <p><i>Early help cases will be kept under constant review, and if the child's situation does not improve/ is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.</i></p>
<p>4.0 Expectations</p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> • 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 	<p><i>This means that in our school:</i></p> <p><i>All staff will receive annual safeguarding training and update briefings as appropriate.</i></p> <p><i>Key staff will undertake more specialist safeguarding training as agreed by the governing body.</i></p> <p><i>In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.</i></p> <p><i>Our Trustees will be subjected to an enhanced DBS check and 'Section 128' check.</i></p> <p><i>We will follow Safer Recruitment processes and checks for all staff.</i></p>

<p>5.0 The Designated Safeguarding Lead (DSL)</p> <ul style="list-style-type: none"> • The DSL will be a member of the Senior Leadership Team. • Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. • DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns. • Governing bodies and proprietors should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. <ul style="list-style-type: none"> • Safeguarding and child protection information will be dealt with in a confidential manner. • The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority. • Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil: the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance. • If a pupil moves from our school, child protection and safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. • All in-year applications and transfers will also be reported to the local authority. 	<p><i>This means the DSL team in our school will be:</i> Lead: Clare James Deputies: Saubia Nawaz Khalid Din Salina Ahmed Vicki Smith Emily Gray</p> <p><i>Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.</i></p> <p><i>Because we use CPOMS and store our records electronically we do not hold paper files. (apart from historic information that we are required to keep.)</i></p> <p><i>We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm</i></p> <p><i>We will record where and to whom the records have been passed and the date.</i></p> <p><i>This will allow the new setting to continue supporting victims of abuse and have that support in place for when the pupil arrives.</i></p>
<p>6.0 Contextual Safeguarding</p> <p>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.</p>	<p><i>DSLs will consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system. This will be evidenced in:</i></p> <ul style="list-style-type: none"> • <i>Informal and formal assessments of need/ risk for the child</i> • <i>Case discussions in DSL supervision sessions</i>

7.0 Mental Health

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

Mental health support

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

Department for Education (DfE) (2017) Preventing bullying. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

At Canterbury Cross Primary School, we have appointed a Well-being Co-ordinator who is supported by the DSL. Both of them have received Mental Health First Aider two day training in February 2020.

In our school 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*
- *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*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/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 pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils 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; and*
- **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 for Looked After and Previously Looked After Children

- The governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after.
- 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

- 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.

*In our school the Designated Teacher is:
Name: **Clare James***

Our Designated Teacher will:

- *Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the Virtual School headteacher to promote the educational achievement of previously looked after children.*
- *In non-maintained schools and colleges, an appropriately trained teacher should take the lead.*

Our school will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education

DSLs 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.

9.0 The Trustees

Governing bodies and proprietors/trustees should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

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

In our school this means that:

All governors must read part 2 of 'KCSiE'

*Our nominated governor for safeguarding and child protection is:
Name: **Nadeem Bhatti***

This trustee will receive safeguarding training relevant to the role and this will be updated every two years.

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

*A member of the Trustees (usually the Chair-**Mr. Mogra**) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Head Teacher.*

The Nominated Trustee will liaise with the Head Teacher and the DSL to produce a report at least annually for the Trustees (this is usually three times a year in our school.) and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

<p>10.0 Safer recruitment and selection</p> <p>The school should follow part 3 of 'Keeping children safe in education' (KCSiE) and pay full regard to 'Safer Recruitment' requirements including but not limited to:</p> <ul style="list-style-type: none"> • verifying candidates' identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check • any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children. <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p><i>This means that in our school:</i></p> <p><i>The following school staff have undertaken Safer Recruitment training:</i></p> <ol style="list-style-type: none"> 1. Khalid Din 2. Alison King-Harmes 3. Clare James 4. Saubia Nawaz <p><i>The following members of the governing body have also been trained:</i></p> <ol style="list-style-type: none"> 1. Nadeem Bhatti <p><i>One of these will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p>
<p>10.1 Induction</p> <p>All staff, especially staff who have been redeployed in response to COVID-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.</p> <p>10.2 Staff support</p> <ul style="list-style-type: none"> • Regular safeguarding supervision will be offered to the Lead DSL within school • Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school. • DSLs will be supported to access training as appropriate including training in behaviour and mental health. • All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team. 	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding & Child Protection policy</i> • <i>The Behaviour Policy</i> • <i>The Staff Code of Conduct (Staff Behaviour Policy)</i> • <i>The safeguarding response to children who go missing from education</i> • <i>The role of the DSL (including the identity of the DSL and any deputies)</i> <p><i>Copies of policies and a copy of part one of KSCiE is provided to staff at induction.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>

<p>11.0 The use of reasonable force</p> <p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.</p> <p>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.</p> <p>This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> <p>Government advice for 'Use of Reasonable Force in Schools' is available here.</p> <p>All staff are Team Teach trained up until February 2022 and training is booked to re-train everyone then.</p>	<p><i>This means in our school:</i></p> <p><i>By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i></p> <p><i>We will write individual behaviour plans for our more vulnerable children and agree them with parents and carers.</i></p> <p><i>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</i></p>
<p>12.0 The school's role in the prevention of abuse</p> <p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils:</p> <ul style="list-style-type: none"> • are treated with respect and dignity • are taught to treat each other with respect • feel safe • have a voice and are listened to <p>Safeguarding issues, including online safety, peer on peer abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.</p>	<p><i>This means that in our school:</i></p> <p><i>All staff will be made aware of our school's unauthorised absence and children missing from education procedures.</i></p> <p><i>We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</i></p> <p><i>All our policies which address issues of power and potential harm will be inter-linked to ensure a whole school approach.</i></p> <p><i>We recognise the particular vulnerability of children who have a social worker.</i></p>

13.0 What we will do when we are concerned – Early Help response

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

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

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

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

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

*This means that in our school we 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 CDP.

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

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

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 school:

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.

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

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

14.1 Risk reduction

The Trustees, Head Teacher 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 pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found in Appendix 7:

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 pupils or staff.

The school has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

14.2 Channel

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

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

*The SPOC for our school is:
Name: **Clare James***

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

*We will use specialist online monitoring software, which in this school is called **Smoothwall**.*

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

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

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

Failure to report such cases will result in disciplinary action.

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

This means that in our school we ensure:

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

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

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*

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

16.0 Children missing education

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

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

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

The school (regardless of designation) must also notify the local authority of any pupil/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 our school we will:

Hold two or more emergency contact numbers for each pupil.

Ensure all our attendance work liaises closely with the DSL.

Adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school

Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.

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

17.0 Peer on peer/child on child abuse

The KCSIE Guidance now requires that additional information about peer-on-peer abuse should be included in schools' and colleges' child protection policies, including: para; 144-bulletpoint 6 "a statement which makes clear there should be a zero-tolerance approach to abuse,"

It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

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

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

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

This means that in our school:

All staff will receive training on peer on peer abuse.

We will adopt the 'whole school approach' to tackling sexism.

We fully understand that even if there are no reports of peer on peer abuse in school it may be happening. As such all our staff and children are supported to:

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

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", or "part of growing up".

We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any children subject to peer on peer abuse.

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

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

Our DSL will follow the local good practice guide "[Responding to Sexual Behaviour in Children and Young People](#)" to enable provision of effective support to any child affected by this type of abuse.

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance <https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others-including-peer-on-peer-abuse-harmful-sexual-behaviour> to enable provision of effective support to any child 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

This means that in our school we will:

Notice and listen to children 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 children in our school we are concerned about.

Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

Part Two: Key procedures

Responding to concerns about a child

In our school **Canterbury Cross Primary School**
Our DSL(s) are **Clare James, Saubia Nawaz, Khalid Din, Salina Ahmed, Vicki Smith, Emily Gray**
Our safeguarding trustee is **Nadeem Bhatti**

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.
Record on electronic recording system
CPOMs (Record in writing on
Notice of Concern Form, if unable to access CPOMs) and hand to
DSL



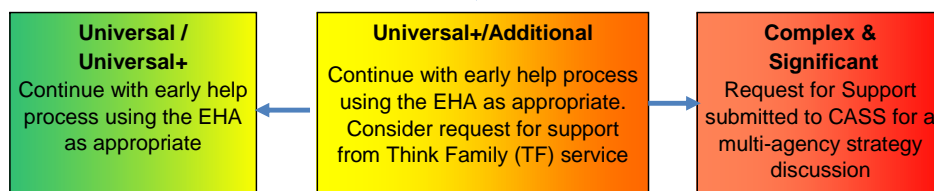
**DSL(s) review concerns and decide next steps
referring to Right Help Right Time (RHRT)**

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).



At any point consider seeking advice:
Children's Advice Support Service (CASS)
0121 303 1888

In case of emergency phone police on 999



19.0 Involving parents/carers

- 19.1 In general, we 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 the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

- 19.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through our website and in the prospectus.

20.0 Multi-agency work

- 20.1 We work in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.
- 20.2 When invited, the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 20.3 We will co-operate with any child protection enquiries conducted by Birmingham Children's Trust: the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.
- 20.4 We 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.
- 20.5 Where a pupil is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

21.0 Our role in supporting children

- 21.1 Our school staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation. Our school's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.
- 21.2 An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 21.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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

22.0 Responding to an allegation about a member of staff

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

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

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may not be suitable to work with children;
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.
- The new provision as set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, **in a way that indicates they may not be suitable to work with children**.

22.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils. In our school we also recognise that concerns may be apparent before an allegation is made.

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

22.3.1 Allegations or concerns about staff, colleagues and visitors(recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Head Teacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

22.3.2 If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Trustees, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.

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

23.0 Children with additional needs

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

23.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we 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 governing body.

24.0 Children in specific circumstances

24.1 Private Fostering

24.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made

privately (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

24.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

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

- Children/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.

24.1.4 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.

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

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

25.2 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below"

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect Children who abuse others West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice

Issue	Guidance	Source
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkppls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-exploitation-and-trafficking-including-gangs/ Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour	West Midlands Safeguarding Children Procedures
Online	http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures Birmingham Police and

Commented [LH1]: Update to EmpowerU?

Commented [LH2]: Suggest remove from here and the BCC website

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

Commented [LH3]: Change to
https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let_us_know_if_you_re_looking_after_someone_else_s_child

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

26.0 Quality assurance

Quality assurance is about assessing the quality of the work we undertake 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 s.175/157 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 safeguarding trustee and trustees 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 our school:

We will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

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

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

Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

- 1. How much did we do? (Numbers)*
- 2. How well did we do it? (Whole school; File and themed audits, partner agency, pupil/parent feedback)*
- 3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)*
- 4. Is anyone better off? (Impact)*

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

We 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.

We will collaborate with Birmingham Safeguarding Children Partnership to share information.

This means that in our school:

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, but this is usually done at least termly.

Where a case is relevant to our school, we will ensure that we fully support 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. Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items

- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

5. Emotional abuse

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

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

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

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

6. Responses from parents/carers

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

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

7. Disabled children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 2

Dealing with a disclosure of abuse

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

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

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

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the DSL or in exceptional circumstances by the staff member who has raised the concern.

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

Appendix 3

Allegations about a member of staff, trustee or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Trustee, visitor or volunteer the Head Teacher must be informed immediately. The Head Teacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher 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 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 Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher 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 Teacher then the Chair of the Trustees takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the West Midlands Child protection procedures.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

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

Appendix 4

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2021 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2021 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity crisis** - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal crisis** - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **Personal circumstances** - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - **Unmet aspirations** - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
 - **Special educational need** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5

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

The SPOC for Canterbury Cross Primary is Clare James, 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 Canterbury Cross Primary in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

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

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

Appendix 6 – COVID-19 and safeguarding

Schools must have regard to the statutory safeguarding guidance, **keeping children safe in education** and should refer to the now updated and update safeguarding procedures in line with DfE updates.

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

Online safety

Coronavirus (COVID-19): keeping children safe online - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced. Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

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

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

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

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

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

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

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start

discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.

- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

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

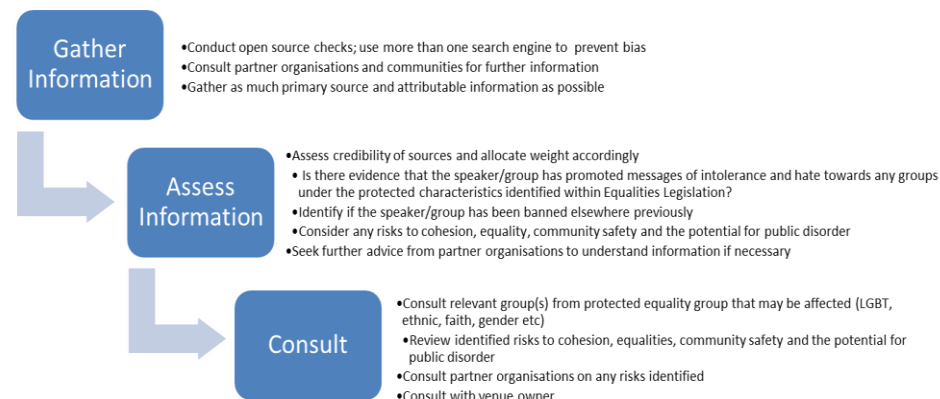
Appendix 7:

Guidance on Due Diligence Checks:

Consider:

- What does the individual, group or organisation want to say within the school?
- Does the activity appear to promote extremist ideological, political or religious belief?
- Does the activity or organisation appear to breach the Equality Act 2010 duty, either by discriminating against individuals with protected characteristics or by not complying with the public duty.

Checks would include looking at more than one internet search engine, discussion with local community groups and when necessary discussion with partner agencies



The Terrorism Act 2000 makes it a criminal offence to:

- belong, or profess to belong, to a proscribed organisation
(Section 11 of the Act);
- invite support for a proscribed organisation (and the support is not, or is not restricted to the provision of money or other property) (section 12(1));

To check to see if an agency is listed on the government proscribed list please check:

<https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>

If an individual, group or organisation is or has a history of speaking in favour of racism, religious hatred, sexism, homophobia, anti-democracy (this list is not exhaustive), then allowing them to use the school's facilities to promote any of these views would almost certainly be in breach of policy.

Once you have enough information the Leadership Team will have to balance the evidence (use a pros and cons list) and make a decision on the evidence as to whether the activity promotes extremist ideological, political or religious belief and/or breaches the Equality Act 2010.

External Speaker Register

[illegible]

Safeguarding information in detail

DEFINITIONS AND INDICATORS OF ABUSE

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse and serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1. NEGLECT

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

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

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

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

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;

- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers

3. SEXUAL ABUSE, VIOLENCE AND SEXUAL HARASSMENT including CHILD ON CHILD SEXUAL VIOLENCE AND HARASSMENT and UPSKIRTING

Schools should recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

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.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003: rape, assault by penetration and sexual assault. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

3a. CHILD ON CHILD SEXUAL VIOLENCE AND HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Sexual violence and sexual harassment is not acceptable and will not be tolerated.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim be ever made to feel ashamed for making a report.

As always, effective safeguarding practice includes:

- Not promising confidentiality as the initial concern will have to be shared further (to the DSL)
 - Acting in the best interests of the child
 - Considering the age, developmental stage of the victim and the alleged perpetrator, the nature of the allegation and the potential risk of further abuse.
 - Recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school staff.
 - Listening carefully to the child, being non-judgemental, being clear about boundaries and how the report will progress, not asking leading questions and only prompting the child where necessary with open questions-who, what where, when etc.
 - Making notes and ensure a written record is made and inform the DSL as soon as possible
- Only recording the facts as the child presents them
- Being aware of the restrictions placed upon staff where there is an online element. **The key consideration is for staff NOT to view or forward illegal images of a child.**
 - Understanding that the child may not disclose the whole picture immediately. It is essential that dialogue is kept open and encouraged. The victim might want to identify a designated trusted adult to support them through the process.

The DSL will make a prompt risk assessment considering the victim (and their wishes), the alleged perpetrator (and any alleged crime that may have been committed) and all the other children in conjunction with engaging with Children's Social Care. Consideration of safeguarding the victim, the alleged perpetrator and any other children directly involved should be **immediate**.

The school will utilise the Children who Pose a Risk to Children school safety plan produced by the local authority
https://www.birmingham.gov.uk/download/downloads/id/9504/children_who_pose_a_risk_to_children.doc

4. CHILD SEXUAL EXPLOITATION AND CHILD 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation (CSE)

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

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

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

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

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being;
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through

the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

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

We will:

- 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 to support our referrals to CASS for any children in our school we are concerned about.
- Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

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

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

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

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 communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. FGM (FEMALE GENITAL MUTILATION)

Female genital mutilation is a collective term for procedures which include the partial or total removal of the external female genital organs, or injury to the female genital organs, for cultural or other non-therapeutic reasons. **This practice is child abuse. It is illegal in the United Kingdom and it is also illegal to arrange for a child to be taken abroad for FGM.**

There are four main types of FGM:

- Type 1 – clitoridectomy – removing part or the entire clitoris.
- Type 2 – excision – removing part or all of the clitoris and the inner labia (lips that surround the vagina), with or without removal of the labia majora (larger outer lips).
- Type 3 – infibulation – narrowing of the vaginal opening by creating a seal, formed by cutting and repositioning the labia.
- Other harmful procedures to the female genitals, which include pricking, piercing, cutting, scraping and burning the area.

Female genital mutilation is a procedure which is medically unnecessary, extremely painful, and can be fatal. It has serious health consequences both at the time when the procedure is carried out and in later life. It may be carried out on new born infants, during childhood or adolescence, before marriage or during the first pregnancy, but the majority of cases are thought to take place between the ages of 5 and 8. It is considered to be a form of physical abuse and should not be regarded as child sexual abuse.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

- The girl asks an adult for help
- The family belongs to a community in which female genital mutilation is practised, and they are preparing to take the child to their country of origin or another country where the practice is prevalent
- The family belongs to a community in which female genital mutilation is practised and the child has spoken about a “special procedure” or attending a special occasion
- One girl in a family has undergone genital mutilation, raising concerns about other, younger girls in the same family – including the extended family; or
- The mother of a family has undergone genital mutilation, raising concerns that she may wish to arrange the genital mutilation of her daughters.
- The early part of the school summer holiday is the time when girls are most at risk of having the procedure carried out in the UK or being sent abroad to have it carried out, as this allows for the recovery period over the school break. Consequently a change in a child's behaviour in the lead up to school holidays or on return to school may be significant.

Indications that FGM may already have taken place include

- The child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Noticeable behaviour changes following a prolonged absence from school;
- The child asks to be excused from physical exercise lessons without the support of her GP;
- Practitioners also need to be aware that a girl from a community in which FGM is practised who shows signs of withdrawal, depression etc. may be displaying the adverse consequences of FGM.

7. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all 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.

8. SEND CHILDREN

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be 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.

9. CHILDREN WHO GO MISSING FROM EDUCATION

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

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

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

The school (regardless of designation) must also notify the Local Authority of any pupil 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 because s/he:

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

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register.

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

Pupils are only removed from the school roll after such enquiries have failed to locate the pupil and only in acknowledgement with the CME Team, School Admissions and Pupil Placements Service, PO Box 16524, Birmingham B2 2FP, Tel: 0121 303 4983, Fax: 0121 464 4593, Direct: 0121 303 5168

In carrying out a reasonable enquiry into a pupil who falls within school staff will:-

- Check with all members of staff who the pupil may have had contact with.
- Check with the pupil's friends, siblings and known relatives at this school or other schools.
- Make telephone calls to any numbers held or identified.
- Make a visit to the last known address of the pupil.
- Send a letter to the last known address and record the outcome.
- share this information with the CME Team, (telephone: 0121 303 4983).

The timescales for these actions will depend on the perceived level of vulnerability and risk which is a matter of professional judgement but the following questions should be considered:

- Is there good reason to believe that a crime may have been committed? (E.g. is this a very sudden, unexpected situation? Are there cultural reasons to suspect that the pupil is at risk? Have there been past suspicions concerning the pupil and family which together with the sudden disappearance are worrying? If so, a referral to the police should be made.
- Is the pupil subject to a Child Protection plan or investigation?
- Is the pupil looked after?
- Is there current Social Care Service involvement?

In the three instances above, Children's Social care should be informed immediately.

The Common Transfer File (CTF) for any pupil removed from roll who cannot be located, or is believed to have moved abroad, is to be sent within 15 school days through the School to School system (S2S)

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

All our attendance work will liaise closely with the DSL. We will adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school. Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.

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

10. Cared for children

Trustees must appoint a designated teacher to promote the educational achievement of cared for children and to ensure that this person has appropriate training. The designated teacher will work with local authorities and will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The most common reason for children becoming cared for is as a result of abuse and/or neglect. Trustees should ensure that staff have the skills, knowledge and understanding necessary to keeping cared for children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's cared for legal status (whether under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

Birmingham Children's Trust has on-going responsibilities to the young people who cease to be cared for 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 the Birmingham Children's Trust will support the care leaver to participate in education or training.

A previously cared for child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep them safe. When dealing with cared for children and previously cared for children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

11. BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

We:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as cared for children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems.
- provide effective staff training, all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

11a. CYBER-BULLYING

"Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor.

The School has a duty to ensure that:

- teachers have sufficient knowledge to deal with cyber bullying in school
- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- all e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- we work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- we work with police and other partners on managing cyberbullying.

11b. HOMOPHOBIC AND TRANSPHOBIC BULLYING

Any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender can be classed as homophobic/transphobic bullying.

These actions might include:

- Verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- Offensive graffiti
- Humiliating, excluding, tormenting, ridiculing or threatening refusing to work or co-operate with others because of their sexual orientation or identity.

Research shows that young people who experience homophobic/transphobic bullying:

- Have higher levels of absenteeism and truancy in secondary school
- Are less likely than their peers to enter higher or further education
- Are more likely to contemplate self-harm or suicide.

How we tackle homophobic and transphobic bullying:

- There is a commitment at senior management levels to promoting social inclusion and challenging homophobia/transphobia and providing relevant professional development
- Activities are recorded, monitored, evaluated and reviewed for improvement and there is a strategy for dealing with these
- Homophobic/transphobic bullying is referenced in relevant policies and stakeholders are consulted about these policies
- Work on homophobia/transphobia is evidence across areas of the curriculum
- Engagement with local support services
- Pupils are encouraged to make informed judgements about their actions
- There is a commitment to challenging homophobia/transphobia and to create a safe learning environment for all pupils and these are made explicit to all members of the school community.
- Celebrate diversity and challenge stereotypes
- The pastoral system allows pupils to raise issues and access support

12. RADICALISATION AND EXTREMISM

INDICATORS OF VULNERABILITY TO RADICALISATION

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

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.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

Terrorism is 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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, 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.

More critical risk factors could include:

- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

PREVENTING VIOLENT EXTREMISM -

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Canterbury Cross Primary School is Clare James, 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 Canterbury Cross Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* 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.

How we tackle radicalisation and extremism

- We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.
- Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- The DHT/SPOC records every incident of a prejudicial nature in the Anti-Prejudice/Behaviour class books.
- Parents are contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral.
- The DHT/SPOC follows-up any referrals after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- In the event of a serious incident, the Channel Prevent process would be followed. Contact would initially be made with the MASH team at the LA and with the CTU on 101.

13. FAITH ABUSE

Faith abuse is defined as certain kinds of child abuse linked to faith or belief. This includes:

- belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies;
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

How we tackle faith abuse

- There is a commitment to staff professional development and to ensure there is an understanding of the scale, nature and prevalence of abuse
- Promote and hear the voice of children
- Develop links within the faith community
- focus on early help for children and the team of support around the family

14. FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

All practitioners working with victims of forced marriage need to be aware **there may be only one chance to speak to a victim**. If the victim is allowed to leave without the offer of support, the one chance to intervene may be lost.

The risk of significant harm may be increased if it becomes known that the young person has sought assistance. If forced marriage seems to be an issue –

- **Do not** notify the young person's family (or other members of their community) that you intend to refer the matter to the police or children's social care.
- **Do not** attempt to mediate.

Any staff member who becomes aware of a possible forced marriage involving a young person under 18 must immediately notify the designated senior manager for child protection.

Children who could be at risk from a forced marriage are:

- A young person arriving in the UK for the purpose of a forced marriage, or following a forced marriage, will be in an extremely vulnerable position - they may have no contacts in the UK who are not involved in the forced marriage; they may not be fluent in English; and they may not have indefinite right to remain. Returning to their country of origin may cause the young person to be ostracised and exposed to a high risk of violence.
- A young person may ask for help because they are going on a family holiday overseas and suspect that they will be forced to marry.
- Any young person who has run away from home should be considered at risk from a forced marriage. Issues related to forced marriage may come to light at this time.

15. CHILDREN WHO HAVE BEEN TRAFFICKED

A person has been trafficked if -

- They have been moved from one place to another; and
- This has been achieved by the threat or use of force or other forms of coercion, by abduction, by fraud, by deception, by the abuse of power or of a position of vulnerability or by making payments to achieve the consent of a person who has control over the trafficked person; and
- The purpose of the move is the exploitation of the trafficked person.

There are grounds for suspecting trafficking when:

- The child has been brought into the city from elsewhere; and
- There is evidence of exploitation – that is, the circumstances suggest that the child was brought here for someone else's profit.

In this context exploitation of a child includes:

- Sexual exploitation;
- Domestic servitude;
- Commercial employment inappropriate to the child's age;
- Begging;
- Criminal activity (for example working in a cannabis factory);
- Benefit fraud; and
- Transporting drugs.

Staff should be particularly concerned if significant details of the child's circumstances are unexplained or are withheld, for example -

- Family details such as the names of parents are not disclosed;
- It is unclear who has parental responsibility;
- Carers are unrelated to child and using several names; or
- Carers are unrelated to the child and the child does not seem to know them.
- Physical indications of working (overly tired in school, indications of manual labour – condition of hands/skin, backache etc).
- Story very similar to those given by others, perhaps hinting they have been coached.
- Harbours excessive fears / anxieties (for example about an individual, about deportation, disclosing information etc).
- Returns after being missing, looking well cared for despite having no known base.
- Claims to have been in the UK for years but hasn't learned the local language or culture.
- Limited freedom of movement
- Child's history has missing links or unexplained moves

16. DOMESTIC VIOLENCE/ABUSE (DV or DA)

The Home Office has adopted the following definition of domestic violence and abuse, with effect from March 2013 -

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional.

In this definition –

- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

Domestic violence and abuse has an impact on children in a number of ways:

- Violence may commence or escalate during pregnancy, with consequent risk to the unborn child.
- There is evidence to suggest an increased incidence of both physical and sexual abuse of children in households in which a woman is being abused.
- An abusive parent may threaten to harm a child in order to coerce their partner to meet his demands.
- An abused parent may prioritise her partner’s needs over those of the children in an effort to avoid outbursts of violence, and may be forced to punish her children more harshly than she would want to.
- Domestic violence impacts on parenting capacity through physical injury, lack of sleep, loss of confidence, loss of authority, isolation, and increased use of medication and alcohol.
- A child may get in the way of an attack on a parent, or may be injured in trying to protect a parent.
- Witnessing and living with domestic violence is abusive in itself;
Most children of abused parents/carers know of the abuse and may show the effects of this emotional abuse.

The definition of “harm” used in care proceedings under the Children Act 1989 includes impairment caused by seeing or hearing the ill treatment of another person.

- The risk of violence may increase at the end of the relationship, and when parents are no longer living together the perpetrator may use the arrangements for contact with the child to commence or to continue a pattern of violence.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life

17. GENDER BASED VIOLENCE/VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)

Indicators of gender based violence are:

- a partner’s previous offending means the parent needs to make an informed decision about the future of the relationship
- sexual abuse
- physical abuse
- forced marriage
- domestic violence
- FGM
- gang related exploitation of girls

- modern slavery
- stalking (involving the fear of violence or serious harm and distress)
- online abuse such as coercion, intimidation

How we tackle VAWG:

- develop pupils' understanding of respectful relationships (PSHE curriculum) and of preventing violence against women and girls
- support women's economic empowerment through the use of workshops and training for parents (see workshop provision),
- raising aspirations of all pupils to achieve and succeed
- teach pupils about online safety and how to prevent abuse online
- liaise with relevant support agencies to support identified families who are at risk from VAWG
- support girls at risk of gang violence or from honour based violence such as FGM/forced marriage by raising awareness amongst staff so they know any potential indicators in order to report to the DSL

18. ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

New technologies, and the advances in communication they make possible, provide new opportunities but also bring unfamiliar challenges, some of which represent risks for children and young people.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful content; for example: pornography, fake news, racist, misogynistic, self-harm, suicide, anti-Semitic, radical and extremist;
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults for the purposes of grooming children; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, sharing others explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

If they are to use electronic media confidently and safely, children and young people need to be aware of:

- How to avoid, recognise and report inappropriate content;
- The need for caution about putting personal details on the web;

This includes understanding what is meant by personal details, including address, school, email address, mobile phone number Blackberry PIN etc.

And

- The need to think carefully before putting any information or pictures online. This may feel like a private activity, but the internet is a public place.

Specific risks

Children who view pornography

The persistent viewing of inappropriate material which is degrading, violent or sadistic or beyond the realms of normal curiosity can affect how young people can think about intimacy, themselves and their values and attitudes towards relationships and sexual development.

Cyber-bullying

Bullying through technology (cyber-bullying) can be devastating for the victim and, unlike in the real world, the victim can be targeted at any time of the day or night, and at home or at school. Children can also be subject to physical assaults which are recorded and circulated on mobile phones, adding a further level of humiliation to the incident.

Children who create, view or download inappropriate content

This behaviour includes making and distributing sexually explicit or violent images of peers (including themselves) or distributing inappropriate sexual or violent images. Young people may also become involved in internet sites that encourage self-harm, hatred or suicide.

Sexting

The practice of “sexting” has become prevalent among adults and young people. Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude pic can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

Exposure to risky contacts

Some adults will use this technology to abuse children, for example in grooming children for abuse, in selling children for abuse, or in live sexual abuse online.

General issues

With improved access to the internet through smartphones and the emergence of Blackberry Instant Messaging as a popular form of communication, some young people remain online, texting or using Blackberry chat late into the night. This can cause fatigue and difficulty with concentration.

The popular social networking sites have a minimum age of 13 but this is often ignored.

The use of some portable electronic devices such as mobile phones or tablet computers raises specific safeguarding issues and these must be carefully balanced against their usefulness both socially and professionally

Further guidance and support

- www.ceop.gov.uk

The Child Exploitation and Online Protection Centre (CEOP) - brings together law enforcement officers, specialists from children's charities and industry to tackle online child sexual abuse. CEOP provides a dedicated 24 hour online facility for reporting instances of online child sexual abuse.

- www.thinkuknow.co.uk

This is a website for young people full of information about staying safe online. It includes areas with practical guidance for parents and carers, and for teachers and trainers.

- - www.childnet-int.org

Childnet International is an organisation which works with partners around the world to try to ensure that children and young people are protected from the dangers of the Internet.

- <http://www.education.gov.uk/ukccis/about>

The UK Council for Child Internet Safety (UKCCIS) - this site includes information about the Byron Reviews "Safer Children in a Digital World"

- www.virtualglobaltaskforce.com

The Virtual Global Taskforce is an international alliance of law enforcement agencies working together to make the Internet a safer place.

- www.education.gov.uk/schools/pupilsupport/behaviour/bullying

This site includes advice for schools on preventing and responding to bullying.

- www.iwf.org.uk

The Internet Watch Foundation is an organisation which works with the Police and Internet Service Providers to trace those responsible for putting harmful or illegal material on the web.

- www.stopitnow.org.uk
- www.lscbbirmingham.org.uk

Birmingham Safeguarding Children Board

- [UKCCIS](http://www.ukccis.org.uk) have recently published their Education for a connected world framework. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing.

- www.pshe-association.org.uk
The PSHE Association provides guidance to schools on developing their PSHE curriculum

- [Be Internet Legends](http://www.beinternetlegends.com)
Parent Zone and Google have developed a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils

19. GANGS AND YOUTH VIOLENCE/SERIOUS VIOLENCE

An urban street gang is a group of three or more people who have a distinct identity (for example a name, a badge or an emblem), and – They commit general criminal or anti-social behaviour as part of that identity; and/or

- They use (or are reasonably suspected of using) violence or the threat of violence in the commission of offences; and/or

- They use (or are reasonably suspected of using) firearms, or the threat of firearms or weapons, in the commission of offences; and/or

Their behaviour is such that it significantly undermines community cohesion to the point that public trust is impaired.

There are three main motivators that drive gang related violence – Revenge, Respect and Revenue.

The particular risks that young people face because of gang involvement will vary from area to area and over time, but they may include:

- Retaliatory violence;
- Territorial disputes with other gangs;
- Harm suffered whilst committing a crime;
- Use of violence to assert authority in the local area; and
- Sexual violence and sexual exploitation.

Indicators of children who may be involved in gang violence:

- Young people who have been arrested, charged or convicted for offences committed by a gang;
- Young people who have been arrested, charged or convicted for offences, and evidence links the offences to gang activity;
- Young people who have been arrested, charged or convicted for offences which are serious enough to meet thresholds for inclusion at Gang Shared Priority Forum or Gang MAPPA;
- Young people who are close relatives of known gang members; and
- Young people who are placing themselves at risk through their known associations with gang members.
- Young people who express admiration of gangs, or an aspiration to become a gang member; and
- Young people who are suspected of involvement in offences committed by a gang;
- Young people who live in a known gang area;
- Young people who attend school within a known gang area; and
- Young people who the victims of violence or bullying.
- Is known for, or suspected of, anti-social behaviour;
- Is known to be aggressive or violent;
- Is failing at, excluded from, or truanting from school;
- Is known to be, or is suspected of, substance misuse;
- Has been the victim of violence in the home;
- Is known for, or suspected of, offences of violence such as robbery;
- Is known to carry a weapon, or is suspected of doing so;
- Presents significant behavioural change;
- Presents mental health concerns;
- Has diminishing ties with their usual peer group;
- Shows increased or inappropriate sexual behaviour;
- Has recently suffered bereavement of close relative or friend; or
- Has a family history of criminality, violence and/or substance misuse.

When a practitioner has concerns that a young person may be at risk of harm from gang activity, they should complete the pre-assessment checklist and send the completed checklist to the Early Intervention Coordinator at the Multi-Agency Gang Unit - email: d.rogers@west-midlands.police.uk Tel: 0121 626 5857.

How we tackle gangs and youth violence:

- Mentoring programmes support individual pupils or groups of pupils, these are mentoring programmes implemented by the learning mentors or one where pupils support each other (peer mentoring).
- Anti-bullying programmes such as anti-bullying week, a whole school anti-bullying policy, a whole school behaviour strategy designed with the children and reviewed through pupil voice every year.
- A curriculum that is focused on developing social skills, managing anger, modifying behaviour, building social relations and resolving conflict.
- Involving parents in their child's education: parents are encouraged to attend parent's evening, they are invited to attend meetings when the strategies of behaviour support need to be put in place, IBPs are used to target specific children and these always involve the support of the parents, parenting groups take place that (implemented by the learning mentors) and we refer families to the Family Support Worker Team (Dyson Gardens) to assist identified families with specific needs.
- Extra-curricular activities have a positive effect on pupils. Well structured, child-led activities (for example, sports, art, music, drama) have a positive effect on self-esteem and risky behaviour.
- Conflict resolution include a series of steps to help individuals to develop non-violent responses to conflict: setting ground rules; listening; finding common interests; brainstorming solutions to the problem; and discussing solutions.

Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal gangs or networks and may be at risk of criminal exploitation.

20. WORKING WITH PARENTS WHO HAVE MENTAL HEALTH PROBLEMS

If a parent expresses any intention to, or a fear of, harming a child, this should always be taken seriously, and its meaning should be rigorously explored. Parents often express fear of harming their children and this statement may have a wide variety of meanings, for example -

- An anxious mother may express obsessional thoughts that her child may come to harm.
- A depressed parent may express feelings about the world being unfit for a child to live in.
- The child may have a significant negative meaning to the parent, for example because of the circumstances of the conception or birth.
- The child may be a central feature of the parent's delusional thinking.

The risk to the child is widely variable, and this must be considered.

When a parent has a diagnosed mental illness -

- If the parent's behaviour puts a child at risk of significant harm, section 47 enquiries **must** be undertaken.
- If a mental health social worker is currently involved, the social worker leading the section 47 enquiries **must** consult them.
- If the parent expresses an intention to, or a fear of, harming a child, this **must** be taken seriously, and the context must be rigorously explored to establish the level of risk to the child
- Any assessment and plan for intervention **must** explicitly consider the role and expectations of any parent, partner or other adult in the protection of the child and the support of the adult.

If the person is facing unreasonable expectations, they may be unable to safeguard the child's welfare.

- During the child protection process, the parent is likely to need support and their need for advocacy services must be considered. If the child also needs an advocacy service, this should be provided separately.

If a parent does not have a diagnosed mental illness, but appears to have a mental health problem and there are concerns about the implications of this for the care of their children, the GP must be notified.

21. DRUGS AND SUBSTANCE MISUSE (including BY PARENTS OR CARERS)

Drug abuse is the recurrent use of illegal drugs, or the misuse of prescription or over-the-counter drugs with negative consequences.

Addiction is a strong, uncontrollable need to take [drugs](#), drink alcohol or carry out a particular activity such as [gambling](#).

Misuse of alcohol and drugs by parents/carers is often associated with some degree of child neglect and emotional abuse.

It can result in:

- parents or carers experiencing difficulty in organising their own and their children's lives
- being unable to meet children's needs for safety and basic care
- being emotionally unavailable
- Having difficulty in controlling and disciplining their children.

However, it is important not to generalise or make assumptions about the impact of substance misuse on children: a child is not necessarily at risk solely because a parent/carer misuses alcohol or drugs. Practitioners need to establish whether and how the behaviour of the parent/carer is putting the child at risk of harm.

The potential harmful effects of abuse of alcohol or drugs are wide ranging. For example -

- Misuse of alcohol or drugs by parents/carers is often associated with neglect of the child's physical and emotional needs such as the inability to feed the child or to manage a child's illness appropriately. The child may feel that they are second place to the parent's drug or alcohol addiction
- The child may be affected by the parents'/carers' unpredictable mood swings, and worried about the harm they are doing to themselves. The parent may be inconsistent in their caring- loving one minute and rejecting the child in the next instance.
- There may be a level of role reversal, with the child accepting responsibility for the care of the parent/carer and younger siblings. The child may also feel that it is their responsibility to solve their parents'/carers' alcohol and drug problems.

- The parents/carers may fail to take the child to school, the child may be kept from school to look after the home, their parents or their siblings or there may be an inappropriate level of supervision in the home.
- When at school the child may have problems concentrating due to lack of sleep or worries about the situation at home. They may also experience bullying related to their parents'/carers' use of alcohol or drugs.
- The parent or carer may fail to engage with and stimulate the child or exhibit warmth in their interaction with the child

In these situations the child may be protective of the parent/carer, and may find it difficult to tell anyone about their problems and to seek help. Often the child does not want to be removed from the care of the substance misusing parent/carer – they want their home situation to be put right.

How we tackle drug and substance misuse:

- Pupils affected by their own or other's drug misuse have early access to support through the school and other local services;
- we have a written drugs policy to act as a central reference point for all school staff;
- Tackle the problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

Involving parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Schools would normally inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal school complaints procedure.

Following a search, whether or not anything is found, the school is advised to make a record of the person searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action. There is no legal requirement to do this.

In taking temporary possession and disposing of suspected controlled drugs schools are advised to:

- ensure that a second adult witness is present throughout;

- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the pupil;
- identify any safeguarding concerns and develop a support and disciplinary response (see below).

Tobacco – Smoke Free Schools

The minimum age for smoking is 18 and schools are subject to the same smoke free legislation as other premises.

In most schools:

- The school is a smoke-free site (though if there is a caretaker's house this may be excepted);
- Children, young people, staff, parents/carers and governors have been involved in the development and implementation of a smoke-free site

22. FABRICATED AND INDUCED ILLNESSES

There are three main ways of fabricating or inducing illness in a child. These are not mutually exclusive:

- Fabrication of signs and symptoms. This may include fabrication of past medical history;
- Falsification of hospital charts and records and specimens of bodily fluids. This may include falsification of letters and documents;
- Induction of illness by a variety of means.

The following is a list of behaviours exhibited by carers which may be associated with fabricating or inducing illness in a child. The list is not exhaustive and should be interpreted in the context of the individual parents'/carers' cultural behaviours and practices, their understanding of, and attitude towards, the child's illness, their management of this and their views about the child's best interests:

- Deliberately inducing symptoms in a child by administering medication or other substances, by intentional suffocation, or by interfering with the child's body so as to cause physical signs;
- Interfering with treatments by overdosing, not administering medication or interfering with medical equipment such as infusion lines;
- Claiming that the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits;

These claims result in unnecessary investigations and treatments which may cause secondary physical problems.

- Exaggerating symptoms, causing professionals to undertake unnecessary investigations and treatments;

These may be invasive, harmful and possibly dangerous.

- Repeated presentation to a variety of doctors in different settings;
- Obtaining specialist treatments or equipment for children who do not require them;
- Alleging psychological illness in a child;
- Falsifying illness in order to fraudulently obtain benefits such as Disability Living Allowance;

- Reporting new symptoms on resolution of previous ones; and
- Curtailing the child's normal daily life activities beyond what might be expected for any medical disorder from which the child is known to suffer.

When a child is in hospital, it is usual for the parents/carers to be very involved in the child's care. Where illness is being fabricated or induced in the child, this gives the parent an opportunity to continue this behaviour. A number of patterns of behaviour have been observed:

- Commonly these carers are intensely involved with their children, never taking a break and not allowing anyone else – including family members – to undertake any of the child's care. This behaviour may preclude adequate observation of the child.
- By contrast, some may spend little time interacting with their child, but may be very involved with other families on the ward, and with the hospital staff rather than with their own child.
- Some carers appear unconcerned about the results of investigations which may be indicative of serious physical illness in the child.

Any suspicions about possible fabricated or induced illness should be discussed with the designated or named health professional for child protection

23. PRIVATE FOSTERING

- 23.1 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.
- 23.2 The Children Act 1989 defines a 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.
- 23.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include –
- Children who need alternative care because of parental illness;
 - Children whose parents cannot care for them because their work or study involves long or antisocial hours;
 - Children sent from abroad to stay with another family, usually to improve their educational opportunities;
 - Unaccompanied asylum seeking and refugee children;
 - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
 - Children staying with families while attending a school away from their home area.
- 23.4 There is a mandatory duty on the school to inform the local authority of a private fostering arrangement-this is done by contacting the CASS team (0121 303 1888). The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

24. MENTAL HEALTH

- 24.1 KCSiE also writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education. All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. 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.
- 24.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

24.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

24.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, speaking to the designated safeguarding lead or a deputy.

24.5 The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events.

Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems.

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives. These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none"> • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem • Genetic influences 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) Affection

	<ul style="list-style-type: none"> • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, neglect or emotional abuse • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Poor pupil to teacher relationships 	<p>Clear policies on behaviour and bullying</p> <ul style="list-style-type: none"> • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<p>Wider supportive network</p> <ul style="list-style-type: none"> • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

25. PEER ON PEER/CHILD ON CHILD ABUSE

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

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Abuse in intimate personal relationships between peers
- bullying (including cyberbullying, prejudiced based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- sexual violence such as rape, assault by penetration; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment; such as sexual comments, remarks, jokes and online harassment which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse);
- sexting (also known as youth produced sexual imagery) and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

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

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

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

Our DSL will follow local guidance to enable provision of effective support to any child affected by this type of abuse.

The Sexually Harmful Behaviour Team in the Youth Offending Service can offer information and guidance to help practitioners distinguish between age appropriate and abusive sexual behaviour.

Contact details

Sexually Harmful Behaviour Team,

Kingsmere YOS,

18 Gravelly Hill North,

Erdington,

Birmingham,

B23 6BQ

Tel: 0121 303 6616

Fax: 0121 303 6612

Email: shbt@birmingham.gov.uk

26. SO-CALLED 'HONOUR-BASED' ABUSE (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and

additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

27. CHILDREN AND THE COURT SYSTEM

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

28. CONTEXTUAL SAFEGUARDING

KCSiE writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families. In our school our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:

- Informal and formal assessments of need/ risk for the child;
- Case discussions in DSL supervision sessions.

29. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

30. COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

31. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

32. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org