# Create Partnership Trust

*Creating futures*

## Safeguarding and child protection policy and procedures

A policy for all stakeholders

| July 2019 |
| --- |

Responsibility for this policy          Board of Directors (Trustees)
Responsibility for monitoring/evaluation:    CEO, DCEO and Headteachers
Date of next review:                       June 2020

*Linked & Related Policies include:*

*Anti-bullying (November 2020)*
*Behaviour (September 2019)*
*Positive handling (November 2021)*
*Growing up and relationships education (November 2019)*
*Missing Child Policy (November 2019)*
*Prevent strategy*
*Safer Recruitment*
*Staff code of conduct (November 2019)*
*Whistleblowing (November 2019)*

As this *Unicef Rights Respecting Schools Award* policy demonstrates our
commitment to the *United Nations Convention rights of the child*
With particular regard to:
*Article 3 - Adults should do what's best for you.*
*Article 19 - You have the right to be protected from being hurt or mistreated, in body or mind.*
*Article 33 - You have the right to be protected from dangerous drugs.*
*Article 34 - You have the right to be protected from sexual abuse.*
*Article 36 - You have the right to protection from any other kind of exploitation.*

*Creating futures through our shared values of excellence, partnership and perseverance*

BROOKFIELDS PRIMARY SCHOOL    CONWAY PRIMARY SCHOOL    GREET PRIMARY SCHOOL    HODGE HILL PRIMARY SCHOOL    GREET TS GREET TEACHING SCHOOL

**Create Trust Safeguarding Statement of Intent**

Create Partnership Trust, including all staff, visitors and volunteers put the safeguarding and wellbeing of the children first. In our schools, children are taught how to keep themselves safe, form positive relationships, and know who to speak to if they need help.

We work with our families and sometimes outside agencies to safeguard our pupils. Our staff have a duty of care to report any concerns, and always act in the best interests of the child.

*In this policy:*
- *Create Partnership Trust is referred to as the Trust*
- *The Board of Directors (Trustees) is referred to as the Board*
- *Children refers to pupils in our Trust schools*

**The policy applies to all schools in the Trust as well as to Greet Teaching School, staff who work for Create Central and others employed by the Trust but deployed to schools elsewhere (for example, under the Birmingham Teacher Talent Team).**

**Key to acronyms:**

BCC:                Birmingham City Council

BSCB:               Birmingham Safeguarding Children's Board

CASS:               Children's Advice and Support Service

CEO:                Chief Executive Officer

DCEO:               Deputy Chief Executive Officer

DSL:                Designated Senior Lead

DST:                Designated Senior Team

KCSIE:              Keeping Children Safe in Education

LADO:               Local Authority Designated Officer

LAB:                Local Advisory Board

MASH:               Multi Agency Safeguarding Hub

PPRC:               Person Posing a Risk to Children

PSHE:               Personal, Social and Health Education

SPOC:               Single Point of Contact

TRA:                Teacher Regulation Agency - Teacher services' system

**Key personnel:**

|  | CONWAY | GREET | HODGE HILL | BROOKFIELDS |
|---|---|---|---|---|
| Chair of the Board | David Hawker | | | |
| Named Trustee | Mary Higgins | | | |
| CEO | Pat Smart | | | |
| DCEO | Andy Bush | | | |
| Headteacher | Tania Yasmin | Sheenagh Edger and Emma Tyler | Clare Lucas | Selina Lees |
| DSL / SPOC | Nicola Mills | Nicola Pittaway | Emma Evans | Jane Cross |
| Prevent SPOC | Nicola Mills | Samuel Mason | Emma Evans | Jane Cross |

**Key contact phone numbers:**

**CASS:**                            **0121 303 1888**

**LADO:**                            **0121 775 1769**

**NSPCC Whistleblowing line:**       **0800 028 0285**

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# PART ONE: SAFEGUARDING POLICY

## 1. CONTEXT

### 1.1 Introduction

- Our safeguarding and child protection policy is aligned to that of Birmingham City Council (BCC) and is updated regularly in line with BCC guidance.

- The policy is reviewed at least annually by the Board – usually at the start of each academic year or when significant changes are recommended.

- All staff are made aware of the policy and any subsequent changes and must demonstrate that they can implement or contribute to appropriate procedures.

- The CEO and DCEO are authorised to approve minor changes between reviews.

- Any changes to the policy are highlighted in red font for staff and Trustees.

- The Trust policy is published on the Create website (www.createpartnershiptrust.org) and on each of the school websites: www.conway.bham.sch.uk; www.greet.bham.sch.uk; www.hodgehillprimary.bham.sch.uk; www.brookfields.bham.sch.uk

- Each school policy on its own website contains additional information (in School Policies Appendixes 7-9) which refers to the specific school context.

- In drawing up this policy, we have referred to the current procedures of the Birmingham Safeguarding Children Board: http://www.proceduresonline.com/birmingham/scb/ [**New for 2018**] we will ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for (BSCB's) transition to the new system – including the Trust board itself, Local Advisory Board's the SLT and DSL.

- Most staff who are employed by the Trust are based in its schools and therefore the Trust policy and any appendices which relate to specific schools apply; however, a few staff work for Create Central or are deployed to other schools.

- Staff who are deployed to schools outside the Trust are expected to adhere to the Trust's general policy but there may also be internal procedures which apply at their school base.

### 1.2    To whom the policy applies

The policy applies to a wide range of people including staff at all levels, volunteers and parent helpers, Trustees, Local Advisors (if in place), supply staff, visitors to the schools and to our children themselves

Other considerations in drawing up this policy have included:

- How to ensure that all staff read and demonstrate an understanding of the policy and procedures
- How visitors are made aware of the information contained within the policy and their responsibility to comply
- How a volunteer is informed about such issues as confidentiality
- How any concerns about practice are raised

Each school has published a *welcome sheet* for visitors, which includes a summary of the child protection policy and the names of key people they should contact if they have any concerns.  **(See Appendix 10)**

### 1.3    Definition of safeguarding

Safeguarding is defined as:

- protecting children from maltreatment
- preventing impairment of children's 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.

### 1.4    Our commitment and key principles

The Trust is committed to safeguarding and promoting the welfare of all its pupils through the following principles:

- All children have the right to be protected from harm, abuse and neglect.
- Every child has the right to an education and needs to be safe and to feel safe in school.
- Our approach is child centred, which means, at all times, decisions are made in the best interests of the child.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- All children have the right to express their views, feelings and wishes and voice their own values and beliefs.
- All children must be encouraged to respect each other's values and support each other.
- All children have the right to be supported to meet their emotional and social needs and educational needs; a happy healthy sociable child will achieve better educationally.
- Our schools must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours.
- All staff, trustees, Local Advisors and visitors have an important role to play in safeguarding children and protecting them from abuse.

**"**Safeguarding and promoting the welfare of children is **everyone's responsibility**. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

Keeping Children Safe in Education 2018, Department for Education, P5

## 1.5    Statutory and regulatory frameworks

The Trust fulfils its local and national responsibilities as laid out in this policy has been created with due regard to all relevant legislation including, but not limited to, the following:

### Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- [New for 2018] General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- [New for 2018] [Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

### Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- **[Updated for 2018]** DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- **[Updated for 2018]** DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- **[Updated for 2018]** DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- **[Updated for 2018]** DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- The Procedures of Birmingham Safeguarding Children Board

### Other relevant school policies include:

- **Attendance and Children Missing Education Policy**
- **Behavioural Policy**
- **Staff Code of Conduct**
- **Data Protection Policy**
- **Whistleblowing Policy**
- **Anti-Bullying Policy**
- **Exclusion Policy**
- **Online Safety Policy**
- **No Platform Policy**

## 2.    AIMS AND OBJECTIVES

### 2.1    Overall aims

This policy contributes to the **protection and safeguarding** of our children and promoting their welfare by:

- clarifying standards of behaviour for staff and children
- 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 children and parents/carers to participate
- alerting staff to the signs and indicators that all might not be well
- developing staff awareness of the causes of abuse
- developing staff awareness of the risks and vulnerabilities their children face
- addressing concerns at the earliest possible stage
- reducing the potential risks that children face of being exposed to violence, extremism, exploitation or victimisation.

This policy contributes to **support** for our children by:
- identifying and protecting the vulnerable
- identifying individual needs as early as possible
- designing plans to address those needs.

This policy contributes to the **protection** of our pupils by:
- including appropriate work within the curriculum
- implementing child protection policies and procedures
- working in partnership with children, parents and other agencies

### 2.2 Our key objectives

Safeguarding and child protection crucially underpin all our work.  Our Trust has four key obectives, all of which relate directly or indirectly to child safeguarding and protection:



**GROW: a business growth model –** which includes a range of schools so that all feel supported and challenged, can grow professionally and make outstanding progress

**IMPROVE: school improvement** – a model with clear accountability structures, using our collective strengths to demonstrate consistently high performance in terms of leadership, teaching, safeguarding, curriculum and assessment

**SUPPORT: earlier intervention and improved transition** – *meeting the needs of children so that barriers to learning are quickly identified and removed as soon as possible, especially for the most vulnerable children and their families*

**LEAD: Staff recruitment, retention, leadership development and succession planning** – *providing a strategic approach which invests in the staff, building their skills so that they, the schools and the Trust strengthen.*

### 2.3 Our Trust values

We have recently revisited our values in the light of our first year as a MAT: excellence, partnership and perseverance.
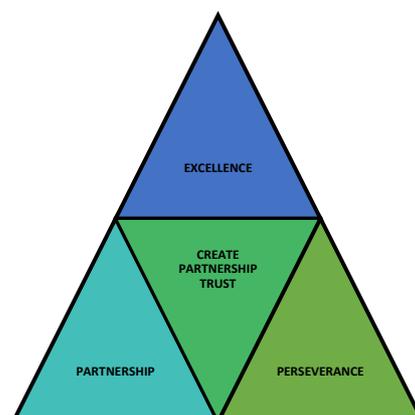
## 3. KEY PRINCIPLES

3.1    Birmingham Safeguarding Children's Board has identified the key principles of safeguarding (found in Right Help Right Time).

- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

3.2    In addition the Board has identified the following key safeguarding messages for schools:

- Every child is entitled to a rich and rounded curriculum.
- Governance is corporate and decisions are collective, but individual Trustees and Local Advisors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, the Headteacher speaks out, addressing them internally where possible and escalating them when this is unsuccessful.

## 4. KEY PROCESSES

All staff are aware of the guidance issued by Birmingham Safeguarding Children Board in Right Help Right Time, and Early Help.

## 5. EXPECTATIONS

All staff and visitors will:
- Be familiar with this child protection & safeguarding policy and understand their role in relation to safeguarding (see summary of child protection policy given to all visitors on their arrival – (**Appendix 9**)
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, Trustees or Local Advisors (see Safer Recruitment Policy)
- Be involved where appropriate in the implementation of individual education programmes, early help assessments and support plans, child in need plans and interagency child protection plans
- 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 Designated Safeguarding Lead (DSL)
- Deal with a disclosure of abuse from a child in line with the guidance in **Appendix 2** - inform the DSL or assistant DSL immediately and provide a written account as soon as possible.  The DSL is informed as soon as possible.

**Overall responsibility for Safeguarding within the Trust lies with The Board.**
**All staff receive annual safeguarding and child protection training and update briefings as appropriate.**
**Key staff undertake more specialist child protection training as agreed by the Trust.**

## 6. THE DESIGNATED SAFEGUARDING LEAD

6.1    The Designated Safeguarding Lead (DSL) in each school has lead responsibility, management oversight and accountability for child protection and, with the Headteacher, is responsible for coordinating all safeguarding and child protection activity.

   6.1.1    The Deputy DSL or DSL's supports the DSL within the role and deputises when the DSL is not on site **[New for 2018]** and the school must ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s) (**Appendix 7** for school specific information)

6.2     The DSL leads regular case monitoring reviews of vulnerable children identified within the school.  These reviews are evidenced by minutes and recorded in case files.

6.3     Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL in our schools; the DSL will advise the Head Teacher/s as appropriate.

6.4     Child protection information is dealt with confidential manner.  Staff are informed of relevant details only when the DSL feels that their having knowledge of a situation will improve their ability to deal with an individual child and/or family.  A written record is made of the information that has been shared with whom, and when.

6.5     Safeguarding records are stored securely in a central place separate from academic records.  Individual files are kept for each child.  Files are kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

   6.5.1   Where records are stored electronically within *CPOM*S, there is no reason to maintain paper files. In accordance with GDPR, it is important that records are not duplicated.

6.6     Access to these records by staff other than by the DSL or members of the Designated Senior Team (DST) is restricted. A written record is kept of who has had access to them and when.

6.7     Parents/carers are aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff.  General communications with parents/carers are in line with any home/school policies and give due regard to which adults have parental responsibility.

6.8     We do not disclose to a parent/carer any information held on a child if this would put the child at risk of significant harm.

6.9     If a child moves from one of our schools, child protection records are 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. We record where and to whom the records have been passed and the date of transfer.

6.10    In addition to the child protection file, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

6.11    If sending by post child records are sent by *Special/Recorded Delivery*.  For audit purposes a note of all child records transferred or received is kept in either paper or electronic format.  This includes the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

6.12    If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records are forwarded on to the relevant organisation.

6.13     Our DSL and deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. – network update Oct 17 every 6 years if attended all network and conferences provided by BCC

   6.13.1  In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

6.14    When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there is a full face to face handover to exchange information with the new post holder.

6.15    In exceptional circumstances when a face to face handover is unfeasible, the Headteacher/DSL ensures that the new post holder is fully conversant with all procedures and case files and undertakes the relevant training.

6.16    Birmingham Children's Trust has on-going responsibilities to the young people who cease to be in care and become care leavers. DSLs should therefore liaise with the any child's Personal Advisor, who has been appointed by Birmingham Children's Trust's, regarding any issues of concern affecting the care leaver.

Additionally, during this transition period:

6.17    [New for 2018] The DSL to understand, and keep up-to-date with, local plans for their BSCB's transition to the new multi-agency arrangement of three safeguarding partners.

6.18    [New for 2018] The DSL to act as the main point of contact with the LSCB, and with the three safeguarding partners following completion of the transition period.

## 7.    THE DESIGNATED TEACHER FOR CHILDREN IN CARE (CIC)

7.1    Each school has a designated teacher to work with the local authority to promote the educational achievement of registered pupils who are in care. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will 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 (Appendix 7 for school specific information).

7.2    The designated teacher works with the Birmingham Virtual School/Other Local Authority 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.

7.3    The designated teacher also works with Birmingham Virtual School/Other Local Authority to promote the educational achievement of children in care.

## 8.    ROLES AND RESPONSIBILITIES

### 8.1    The Board of Directors (Trustees)

The Board ensures that:

- All Trustees understand their accountability for ensuring the safety of the schools within the Trust and their overall responsibility for safeguarding across the schools
- All policies and procedures that relate to safeguarding and child protection are reviewed at least annually or where there are significant changes
- There is a named Trustee with responsibility for safeguarding; however, this role is strategic and is not involved in the details of particular pupils or families.
- The named Trustee must receive safeguarding training, updated every two years.
- The named Trustee must report at least annually to the Board.
- Formal reports and recommendations are received from the CEO, DCEO and LAB (if in place).
- Any Local Advisory Board in place understands its role in terms of safeguarding and has a named Local Advisor with responsibility.
- In the event of allegations of abuse being made against the CEO or DCEO, the Chair of the Board is responsible for liaising with the Local authority and other partner agencies.

### 8.2    The CEO and DCEO

The CEO and DCEO ensure that:

- The Trust has a combined safeguarding and child protection policy in accordance with the procedures of Birmingham Safeguarding Children Board.
- There is full consultation with the Headteachers and Local Advisors (if in place).
- The Trust and each school operate safer recruitment procedures including appropriate checks on all new staff and relevant volunteers.
- Safeguarding and child protection remain high profile across the Trust, including the work of the Safeguarding Group in monitoring and sharing best practice.
- Each school has a lead DSL who is also a senior leader and at least one further Deputy DSL.
- Staff employed by the Teaching School and Create Central have full access to training, linked with one or more of the schools.
- Reports from Headteachers and Local Advisory Boards (LABs) are received at least termly or when a concern arises.

- In the event of allegations of abuse being made against a Headteacher, the CEO and DCEO are responsible for liaising with the Chair of the Board, the Local Authority and other partner agencies.

**8.3    The Headteacher**

In each school the Headteacher ensures that:

- All school policies and procedures relating to safeguarding and child protection are in line with the Trust's policy and are reviewed annually or when a concern arises.
- At least one senior member of the school's leadership team is the appointed lead DSL, with at least one further Deputy DSL.
- There is an effective Designated Senior Team (DST) made up of members of the schools' senior leaders, who support child protection.
- DSLs attend appropriate refresher training every two years. **(See Appendix 8) network announcement changing 18/10**.
- Appropriate time is allocated to the DSL to enable her/him to undertake her/his duties.
- All staff who work with children undertake safeguarding training annually with additional updates as necessary within a 2-year framework.
- All staff read and understand the document Keeping Children Safe in Education (KCSIE)
- The Section 175 safeguarding self-assessment is submitted on time to the Birmingham Safeguarding Children's Board.
- 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 school has procedures for dealing with allegations of abuse against staff, volunteers or other adults.
- Formal reporting takes place at least termly to the CEO, DCEO and Local Advisory Board (LAB) or when a concern arises.

**8.4    The Local Advisory Board (if in place)**

The LAB ensures that:
- Local Advisors are fully aware of their role in monitoring safeguarding and child protection.
- All policies and procedures relating to safeguarding and child protection are line with the Trust's policy and are reviewed at least annually or when significant changes are made.
- There is a named Local Advisor for safeguarding, who is responsible for liaising with the Headteacher and DSL; however, the role should be strategic and is not involved with the details of particular pupils or families.
- The named Local Advisor must receive safeguarding training, updated every two years.
- The named Local Advisor must report at least annually to the LAB.  This report is forwarded to the CEO, DCEO and the named Trustee.

## 9.    A SAFER SCHOOL CULTURE

**9.1    Safer recruitment and selection**

9.1.1    The Trust ensures that each school pays full regard to *Keeping Children Safe in Education September 2018 and The DfE's DBS Workforce Guide,* in particular when determining whether a position fits the child workforce criteria (New 2018)

9.1.2    Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking employment history, **[Clarified for 2018]** confirming that an individual taking up a management position is not subject to a section 128 direction and ensuring that a candidate has the health and physical capacity for the job. (see Safer Recruitment Policy and in-line with KCSIE 18 Part3)

References
9.1.3    [New for 2018] References will only be accepted from a senior person and not from a colleague.
9.1.4    [New for 2018] References will be obtained prior to interviews taking place and discussed during interviews.
9.1.5    [New for 2018] Open testimonials will not be considered.

9.1.6   It also includes undertaking interviews and appropriate checks through the Disclosure and Barring Service (DBS), barred list and prohibition checks. Evidence of these will be recorded on the Single Central Register.

**ITT candidates**

9.1.7   [New for 2018] If Applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

9.1.8   [New for 2018] Written confirmation will be obtained from ITT provider to ensure that an enhanced DBS certificate and barred list check has been carried out for all trainees

9.1.9   The Single Central register (SCR) is held in school offices and updated regularly it is easily accessible and recorded in a way that allows for details for each individual school to be provided, separately without delay, to all who need to see it, including Ofsted. **[Updated September 2018]**

9.1.10   The Trust's Safeguarding Group ensures termly peer monitoring of the SCR.  Further external scrutiny is also commissioned regularly.

9.1.11   All recruitment materials include reference to the commitment of the Trust and the schools to safeguarding and the promotion of pupils' well-being.

9.1.12   The Headteacher ensures that at least 3 key members staff undertake the Safer Recruitment training which is effective for five years.  At least one of these trained staff is involved as a panel member in all recruitment of staff or volunteers. (See **Appendix 8**)

9.1.13   [Updated September 2018] For agency and third-party supply staff, the school records whether written confirmation from the employment business supplying the member of staff has been received which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

9.1.14   (New for 2018) Work experience – If a school has pupils conducting work experience over the age of 17 at the school, an enhanced DBS check will be obtained.

## 9.2   Induction

All staff are made aware of the systems with our schools which support safeguarding as part of their induction. This includes:

- The Safeguarding and child protection procedures policy
- The behaviour policy
- The safeguarding response to children who go missing from education (CME procedures, on-site and of- site visits
- The Create Staff Handbook (code of conduct)
- Being provided with a copy of KCSIE 2018, part1

## 9.3   Staff support

9.3.1   The Trust recognises the stressful and sometimes traumatic nature of safeguarding and child protection work.  We support staff by providing an opportunity to talk through their anxieties with the DSL or a member of the DST.  Further support for staff is provided as appropriate on a case by case basis.

9.3.2   Each school ensures that the DSL is supported at least half-termly through regular supervision to ensure that good practice is shared, and procedures are effective and efficient.

9.3.3   All staff are given the opportunity for clinical supervision to support their emotional welfare as deemed appropriate by the school. (see Supervision Policy)

## 10.   THE USE OF REASONABLE FORCE

### 10.1   Use of Reasonable Force (Further detail in the Positive Handling policy)

10.1.1   There are circumstances when it is appropriate for staff in our schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. 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 young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. (see Trust Positive Handling Policy)

10.1.2 Our school will not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and students.

10.1.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully. In doing so, staff will consider their duties under the Equality Act 2010 in relation to making reasonable adjustments and non-discrimination.

10.1.4 Our school will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

## 11. OUR ROLE IN THE PREVENTION OF ABUSE

### 11.1 Curriculum

11.1.1 We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The curriculum encourages them to be risk assess, be assertive and to be able to make sensible and informed choices.

11.1.2 Safeguarding issues are addressed through the PSHE curriculum; for example, focusing on self-esteem, emotional literacy, assertiveness, power, growing up and relationship education (previously known as sex and relationship education SRE), online safety (formerly known as e-safety), sexting and bullying (including cyber bullying).

11.1.3 Relevant issues are also addressed across all the curriculum; for example, through Circle Time, English, history, drama, PATHS, assemblies and special focus weeks.

### 11.2 Other areas of work

11.2.1 All our policies which address issues of power and potential harm (for example, bullying, discrimination, equal opportunities, handling and positive behaviour) are interlinked to ensure a whole school approach.

11.2.2 Our safeguarding policy cannot be separated from the general ethos of each school which ensures that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to.

### 11.3 Online safety

**11.3.1 {New for 2018]** All our pupils are made aware of online risks and taught how to stay safe online, as part of a broad and balanced curriculum,

**1.3.2** Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online

- The procedure to follow when they have a concern regarding a pupil's online activity

**11.3.3** The schools will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's e-safety policy.

## 12. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO RADICALISATION

### 12.1 Understanding the context

12.1.1 Since 2010 when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and

young people in holding extreme views including those justifying political, religious, sexist or racist violence or to steer them into a rigid or narrow ideology which is intolerant of diversity and leaves them vulnerable to future radicalisation.

12.1.2    The Trust values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both 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.

12.1.3    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. The Trust is clear that this exploitation and radicalisation is viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

12.1.4    The definitions of radicalisation and extremism and indicators of vulnerability to radicalisation can be found in **Appendix 4**.

12.1.5    The Trust seeks to protect children against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements 12.2

## 12.2      Risk Reduction

12.2.1    The CEO, DCEO, Trustees, Local Advisors (if the LAB is in place), the Headteacher and the DSLs assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the schools' RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

12.2.2    To this end open source due diligence checks are undertaken on all external speakers invited to our school. An example of this can be found at: https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

12.2.3    This risk assessment is reviewed by the CEO, DCEO and the LAB (if it is in place) as part of the annual s175 return that is monitored by the local authority and the BSCB.

12.2.4    The Headteacher ensures that anyone identified as *Person Posing a Risk to Children* (PPRC) or on the Sex Offenders' Register is not permitted onto the school site and informs the CEO and DCEO if there is a risk of anyone attempting to do so.

## 12.3    Response

12.3.1    With effect from 1st July 2015, all schools are subject to a duty to have *due regard to the need to prevent people being drawn into terrorism* (Section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

12.3.2    There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in **Appendix 4.**

12.3.3    Each school identifies a named Prevent Single Point of Contact (SPOC) (see **Appendix 7)** who is the lead within the organisation for safeguarding (along with the Headteacher) in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in **Appendix 5.**

12.3.4    Staff at each school are alerted to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

12.3.5    Each school monitors online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software. (see School Policies **Appendix 8**).

12.3.6    When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they speak with the SPOC/DSL who informs the Headteacher and may contact CASS for further advice (0121 303 1888).

12.3.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

**12.4    Channel**

12.4.1 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.

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

12.4.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

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

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

| 13.    SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING |
| --- |

**13.1    Generally**

13.1.1 The safeguarding policy through the school's values, ethos and behaviour policies provides the basic platform to ensure that children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

13.1.2 Each school keeps itself up-to-date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

13.1.3 Staff are trained and supported to recognise warning signs and symptoms in relation to specific issues and to include such issues in an age appropriate way in their lesson plans.

13.1.4 Each school works and engages with our families and local communities to talk about such issues

13.1.5 Staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

13.1.6 The DSL is aware of how and where to seek advice as necessary.

13.1.7 Our schools bring in external expertise and specialist resources to supplement and support our work in this area.

**13.2    Reporting of female genital mutilation (FGM)**

13.2.1 With effect from October 2015, all schools are subject to mandatory reporting requirements in respect of FGM. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, **[Emphasised for 2018] the** teacher is **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence of FGM. Failure to report such cases will result in disciplinary sanctions.

**NB.** The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, BSCB's procedures will be followed.

13.2.2 When a teacher in the Trust has reasons to suspect that an act of FGM has been carried out on a pupil, she/he discusses the situation with the DSL who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

13.2.3 If a school is concerned that a child may be being taken out of school for Female Genital Mutilation (FGM) procedures, the headteacher meets with the parent to explain the law and the school's role in protecting its pupils.

13.2.4 Female Genital Mutilation (FGM) – risk assessment protocol and procedure.

If school has concerns that a pupil is at risk or a victim of Female Genital Mutilation, a referral is made to the Designated Safeguarding Lead and the Headteacher. The Headteacher follows safeguarding procedures and completes an FGM risk assessment tool (appendix 7) to ascertain whether "cutting" of the girl will be undertaken during this holiday.

This may include:

- Tell me about your holiday

- Who is going on holiday with the child?

- How long they plan to go for and is there a special celebration planned?

- Where are they going?

- Are they aware that the school cannot keep their child on roll if they are away for a long period?

- Are they aware that FGM including Sunna is illegal in the UK even if performed abroad?

- Give out information about FGM and the law

The Headteacher may use the information to seek advice from CASS about a referral to children's services.

## 14. CHILDREN WHO GO MISSING FROM EDUCATION

14.1.1 If a child is missing from education, it is a potential indicator of abuse or neglect including sexual exploitation, FGM, forced marriage or travel to conflict zones. School and Trust staff are alert to these safeguarding concerns if a pupil goes missing for an extended period or on repeat occasions.

14.1.2 After making reasonable enquires, the school notifies the Local Authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of five days or more. The school also notifies the Local Authority of any pupil who is to be deleted from the admission register because she/he:

- has been taken out of school by their parents/carers and is being educated outside the school system (home schooling).

- has ceased to attend school and no longer lives within a reasonable distance; i.e. moved within the city, the country or abroad but failed to notify the school of the change.

- has been displaced as the result of a crisis; for example, domestic violence or homelessness.

- has been certified by a medical officer as unlikely to be in a fit state of health to attend school before 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 Trust or school does not reasonably believe that she/he will return to the school at the end of that period.

- has been permanently excluded.

14.1.3 The school demonstrates that it has made reasonable enquiries to ascertain the whereabouts of children that would be considered *missing*.

15.1    If a child goes missing during the school day (on site, escaping off site or during an educational visit) it has the potential indicator of a breach in safeguarding procedures and /or puts the children at risk of significant harm from a range of factors.  School and Trust staff are aware of these daily safeguarding concerns and follow systems and procedures rigorously to ensure this happens on rare occasions/ never happens. (**see Missing Child Policy for detailed procedures for each instance**)

15.2    Staff need to be mindful that a child can go missing at any time of the day. These times and examples of the occasions providing opportunities for a child to go missing are:-

*a) From an indoor lesson*
This could occur when a child is allowed to leave the classroom unaccompanied by an adult and fails to return;
e.g. - to go to the toilet,
- to collect something from his/her bag in the cloakroom,
- being sent to another class or teacher as a punishment,
- undertaking errands for the teacher such as taking the register to the office.

*b) From an outdoor lesson*
This could occur when the class are outside the building with the children spread out and/or engaged in a variety of activities that make it is easy for a child to wonder away unnoticed.
e.g. - during games lessons on the playground or field
- during other outdoor lessons, (e.g. measuring parts of the building)
- at the beginning or end of outdoor lessons when children are getting changed or using the toilet, drinking fountains etc.

*c) Travelling about the school*
This could occur when the children are spread out and beyond the teacher's direct total supervision.
e.g. - going to and from the hall or outdoors before and after a PE lesson,
- going to and from the hall before and after assembly,
- going to and from the classroom at the beginning/end of lunch/break times.

*d) Other Times*
These include:
- at the start of the school day when children are freely moving about the grounds and building to get to their cloakroom and classroom.
- At break and lunch times.
- At the end of the school day when children and parents are freely moving about.

**16.    SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN - Peer on Peer Abuse**

16.1    It is important that our staff are aware of sexual violence and sexual harassment and the fact children can, and sometimes do, abuse their peers in this way. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. *Abuse is abuse and should never be tolerated or passed off as 'banter' or 'having a laugh.'*

16.2    When referring to sexual violence we are 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.

16.3  **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus 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.

16.4  **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

16.5  When referring to the term **sexual harassment** we are referring to the explanation given by the DfE's guidance in, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), as described below:

16.6  Any **unwanted conduct** of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

16.7  Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

16.8  Our schools 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

## 17.   [New for 2018] COUNTY LINES CRIMINAL ACTIVITY

17.1  "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

17.2   It is important that our staff are aware of local safeguarding issues that maybe impacting on our children, families lives and our local area.

17.3  Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

17.4  Indicators that a pupil may be involved in county lines active include the following:

> Persistently going missing or being found out of their usual area
> Unexplained acquisition of money, clothes or mobile phones
> Excessive receipt of texts or phone calls
> Relationships with controlling or older individuals or groups
> Leaving home without explanation
> Evidence of physical injury or assault that cannot be explained
> Carrying weapons
> Sudden decline in school results
> Becoming isolated from peers or social networks
> Self-harm or significant changes in mental state
> Parental reports of concern

## 18.   [New for 2018] PUPILS WITH FAMILY MEMBERS IN PRISON

18.1  When a child has a family member in Prison this can have a shattering impact on the child and their family is often underestimated or ignored. While the offender is inside, on the outside the family faces their own form of punishment. This can have negative effect on a pupil's development and outcomes (identified as an Adverse Childhood Experience)

18.2    Staff need to be aware of this and ensure pupils with a family member in prison will be offered pastoral support as necessary.

18.3    DSL and support staff will ensure he family receives a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns and use the Right Help Right Time model to ensure an early Help response is delivered where appropriate.

### 19.    [New for 2018] PUPILS REQUIRED TO GIVE EVIDENCE IN COURT

19.1    When a child is required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, they will still be likely to suffer from stress and worry at the thought of having to give evidence in court.

19.2    DSL and support staff will use the signs of safety model (3 houses model) to ensure the child's lived experience is captured and use the Right Help Right Time model to supports the appropriate Early Help response and action.

19.3    **DSL and support staff to ensure the family provided with a copy** the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

### 20.    [New for 2018] CONTEXTUAL SAFEGUARDING

20.1    Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

20.2    Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CASS.

### 21.    WHAT WE DO WHEN WE ARE CONCERNED

21.1    Where the Right Help Right Time (RHRT) model has been utilised and a child's unmet needs have been identified but there is no evidence of significant risk, the DSL adds the name of the child to the school's *vulnerable children list* and supports the staff to deliver an appropriate Early Help response.

21.2    In the first instance the child is enabled through the *Signs of Safety and Wellbeing practice framework* to express their lived experience. This is documented in the *3 houses forma*t and added to the child's file. At this stage simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review, the child may then be removed from the vulnerable children list.

21.3    Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL develops a school focused action plan with the child and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework, the 3 columns of the Early Help Assessment or Early Help conversation log. This school focused plan is regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed the child can then be removed from the vulnerable children list.

21.4    Should the professional opinion of the DSL indicate that a multiagency Early Help response is required in order to meet the unmet safeguarding need, the DSL initiates an Early Help Assessment and an Our Family Plan and register these documents with the Early Help support team. This multi-agency plan, with support from the Early Help panels as appropriate, is reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

21.5    Should the DSL feel that a *Think Family* or social care response is needed to meet the unmet safeguarding need; the DSL initiates a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.  The DSL oversees the agreed intervention from school as part of the multiagency safeguarding response and ongoing school focused support.

# THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

## STEP ONE – ADDITIONAL INFORMATION

-RHRT (formerly RSRT):
http://www.lscbbirmingham.org.uk/index.php/delivering-effective-support

-Behaviours that may indicate vulnerability This document is to be used alongside RHRT as an education-focused supplementary guide to identifying children/young people with unmet safeguarding needs.
https://www.birmingham.gov.uk/schoolsafeguarding -Early Help Tab – Behaviours that may indicate vulnerability document

-For additional guidance:
https://www.birmingham.gov.uk/schoolsafeguarding

## STEP ONE - IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

## STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

3 Houses SoSW as a stand-alone tool or as part of the Early Help Conversation Log

No additional consent required

## STEP TWO – ADDITIONAL INFORMATION

-For children and young people with additional learning needs, support should be gained from the professional trained in specialist communication within the school setting e.g. specialist Teaching Assistant / SENCO

-For information on using Signs of Safety and Wellbeing (SoSW) practice:
http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing

-For Training on the SoSW practice framework:
http://www.birminghameducationsupportservices.co.uk/AboutUs

-For additional guidance:
https://www.birmingham.gov.uk/schoolsafeguarding

## STEP THREE – SCHOOL-FOCUSSED ASSESSMENT/ ACTION PLAN

| Child/ young person only | Whole family approach |
|---|---|
| **Option A** | **Option B** |
| Following 3 houses intervention initiate simple reasonable adjustments to address the child /young person's unmet safeguarding needs | Develop a school focused action plan with child/ young person, parent/ carer as appropriate |
| 3 Houses | 3 Columns or Early Help (EH) Conversation Log |
| No additional consent required | No additional consent required |

## STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN

| School led | Local autority led |
|---|---|
| **Option C** | **Option D** |
| Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA) | Request Think Family or Social Care support using the Request for Support form (RfS) |
| Register paperwork with the Early Help Support Team (303 8117) | Seek telephone advice from CASS as appropriate (303 1888) |
| Early Help Assessment (EHA) & Our Family Plan (OFP) | Request for Support form (RfS) |
| Consent Required | Consent required except when safety may be at risk |

## STEP THREE – ADDITIONAL INFORMATION

**SCHOOL-FOCUSSED (Option A & B)**
-Guidance on completing the EH conversation log and information on using SoSW practice:
http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing

-For Training on the practice framework:
http://www.birminghameducationsupportservices.co.uk/AboutUs

-For additional guidance:
https://www.birmingham.gov.uk/schoolsafeguarding

**MULTIAGENCY**
**Option C**
-Previously completed 3 houses, 3 columns, EH conversation Log or any relevant assessment can be attached to the EHA to avoid duplicating information

-Early Help Assessment process:
http://www.lscbbirmingham.org.uk/index.php/early-help

-For guidance on when to do an EHA:
https://www.birmingham.gov.uk/downloads/download/771/right_service_right_time

**Option D**
-Previously completed Early Help paperwork can be attached to the RfS form to avoid duplication of information

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

**Birmingham Children Safeguarding Board Guidance:**
http://www.lscbbirmingham.org.uk/index.php/safeguarding-concerns

-Where there are CSE or extremism concerns complete additional screening tools. For concerns to be shared with police – use fib form
http://www.lscbbirmingham.org.uk/index.php/cse

# PART TWO: THE KEY PROCEDURES
## RESPONDING TO CONCERNS ABOUT A CHILD

| 1 | INVOLVING PARENTS/CARERS |
|---|---|

1.1 In general, we discuss any child protection concerns with parents/carers before approaching other agencies and we seek their consent to make a referral. Appropriate staff approach parents/carers after consultation with the DSL. There may be occasions, however, when the schools contact another agency before informing parents/carers senior staff consider that contacting them may increase the risk of significant harm to the child.

1.2 Parents/carers are informed about the Trust's safeguarding policy through its website and from the schools through each website, prospectus, newsletters, meetings and policies/guidance.

| 2 | MULTI-AGENCY WORK |
|---|---|

2.1 The Trust and the schools work in partnership with other agencies to promote the best interests of our children as a top priority in all decisions and actions that affect them. The schools liaise with these agencies and makes requests for support from children's social care. Referrals are made by the DSL to the Children's Advice Support Service (CASS). Where the child already has a safeguarding social worker or family support worker, the request for service goes immediately to the team involved, or in their absence to their team manager. If there is a disagreement between the school and Social Services on further actions required, the school follows the disagreement procedures as laid out in the guidance for Professional Disagreements (refer to guidance BCSB).

2.2 When invited, the DSL participates 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.

2.3 The Trust and the schools co-operate with any child protection enquiries conducted by Children's Social Care. The schools ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

2.4 The Trust and its schools provide reports as required for these meetings. If a school is unable to attend, a written report is sent. The report is, wherever possible, shared by Social Care with parents/carers at least 24 hours prior to the meeting.

2.5 Where a child is subject to an inter-agency child protection plan or a *multi-agency risk assessment conference* (MARAC) meeting, the school contributes to the preparation, implementation and review of the plan as appropriate.

2.6 **Operation Encompass**

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident. Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's **(see Appendix 7).** Our parents are fully aware that we are an Operation Encompass school. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports. The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

| 3 | OUR ROLE IN SUPPORTING CHILDREN |
|---|---|

3.1 We offer appropriate support to individual children who have experienced abuse, who have abused others *(child on child abuse)* or who act as *Young Carers* in their home situation.

3.2 A *safeguarding action plan* is devised, implemented and reviewed regularly for these children. This plan details areas of support, who is involved, and the child's wishes and feelings. A written outline of the individual support plan is kept in the child's safeguarding record.

3.3 Children who abuse others are 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 schools, we ensure that the needs of children and young people who abuse others are considered separately from the needs of their victims.

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

## 4    RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

*See also BSCB Procedures on Allegations against Staff and Volunteers including the Whistleblowing Policy*

4.1 This procedure is used in any case in which it is alleged that a member of staff, Local Advisor, Trustee, visiting professional or volunteer has:

- behaved in a way that has, or may have, harmed a child.

- possibly committed a criminal offence against or related to a child.

- behaved in a way that indicates she/he is unsuitable to work with children

4.2 Although it is an uncomfortable thought, the Trust acknowledges that there is the potential for staff in school to abuse children.

4.3 All staff working in the Trust must report any potential safeguarding concerns about an individual's behaviour towards children immediately.

4.3.1 Allegations or concerns about **staff, colleagues and visitors** must be reported direct to the Headteacher and the CEO or DCEO who liaise with the Designated Officer Team in Children's Social Care and Health, who will decide on any action to be taken.

4.3.2 If the concern relates to the **Headteacher,** it must be reported immediately to the CEO or DCEO.

4.3.3 If the concern relates to the **CEO/DECO** it must be reported immediately to the Chair of the Trust who will liaise directly with the Local Authority Designated Officer (LADO) Team in Children's Social Care. The decision is made by the LADO team as to whether any action is required.

4.3.4 If the concern relates to the **Chair of the Trust or the Chair of the LAB, t**hen the concern must be made directly to the LADO team who will decide on any action required.

4.4 [Updated for 2018] Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

4.5 [New for 2018] If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CASS.

4.6 [New for 2018] The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

## 5    CHILDREN WITH ADDITIONAL NEEDS

5.1 The Trust recognises that, while all children have a right to be safe, some children 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/carers.

**Pupils with SEND**

5.2 The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

5.3　Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability

- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs

- Communication barriers may exist, as well as difficulties in overcoming these barriers

5.4　When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

5.5　When managing a safeguarding issue relating to a pupil with SEND, the **DSL** will liaise with the school's **SENCO**, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

**Exclusion**

5.6　When the school is considering the exclusion (either fixed term or permanently) of a vulnerable child and/or one who is the subject of a child protection plan or where there is an existing child protection file, there must be convened a multi-agency risk assessment meeting prior to any decision about exclusion.

5.7　In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment is completed prior to the convening of a meeting of the Board or the LAB (if in place).

| **6** | **CHILDREN IN SPECIFIC CIRCUMSTANCES** |
|---|---|

**[New for 2018] Alternative provision**

**6.1　If a child spends time at alternative provision, the school will remain responsible for a pupil's welfare during their time at an alternative provider.**

**6.1.1　When a child attends an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.**

**Private fostering**

**6.2**　Many people 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, without the involvement of the Local Authority) for the care of a child under the age of 17 (or 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 private fostering.

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

6.2.2　People become involved in private fostering for several reasons including:

- Children who need alternative care because of parental/carer illness.

- Children whose parents/carers 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/carers.

- Children staying with families while attending a school away from their home area.

6.2.3　There is a mandatory duty on the school to inform the Local Authority of a private fostering arrangement by contacting CASS.　The Local Authority has a duty to check that the child is being cared for and that the arrangement is satisfactory.

Guidance on children in specific circumstances found in Annex A of KCSIE- 18, and additional resources as listed below

| Issue | Guidance | Source |
|---|---|---|
| Abuse | http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief <br><br> http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse <br><br> http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect | West Midlands Safeguarding Children Procedures |
| Bullying | http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying# | West Midlands Safeguarding Children Procedures |
| Children and the courts | https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds <br><br> https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds | MoJ advice |
| Missing from Education, Home or Care | http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education <br><br> http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme | West Midlands Safeguarding Children Procedures |
| Family Members in prison | https://www.nicco.org.uk/ | Barnardos in partnership with Her Majesty's Prison and Probation service (HMPPS) advice |
| Drugs | http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html <br><br> http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html | Birmingham Police and Schools panels |
| Domestic Abuse | http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse | West Midlands Safeguarding Children Procedures |
| Child Exploitation | http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation <br><br> http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children | West Midlands Safeguarding Children Procedures |

| | | |
|---|---|---|
| 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 |
| | https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018 | BCC Education Safeguarding |
| On-line | https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 | BCC Education Safeguarding |
| | http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf | Birmingham Police and Schools panels |
| Private fostering | https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals | BCC |
| Radicalisation | http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism | West Midlands Safeguarding Children Procedures |
| Violence | http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity | West Midlands Safeguarding Children Procedures |
| | https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance | BCC Education Safeguarding |
| | https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children | |
| | http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html | Birmingham Police and Schools panels |
| | http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence | West Midlands Safeguarding Children Procedures |
| | https://www.gov.uk/government/policies/violence-against-women-and-girls | BCC Education Safeguarding |

# APPENDIX 1: Definitions and indicators of abuse

## 1    DEFINITIONS

**[Clarified for 2018]** The terms **"children"** and **"child"** refer to anyone under the age of 18.

 **[Clarified for 2018] The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.**

### 1.1    NEGLECT

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- 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 (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
- Regularly not collected or received from school
- Left at home alone or with inappropriate carer

### 1.2    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.

## 1.3 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 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 (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 (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
- Bruises or scratches in the genital area.

## 1.4 SEXUAL EXPLOITATION

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

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

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology
- Having unexplained contact with hotels, taxi companies or fast food outlets.

## 1.5 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

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

- Self-description in very negative ways; for example, 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
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can also indicate maltreatment.

## 1.6 RESPONSES FROM PARENTS/CARERS

Research and experience indicate that the following responses from parents/carers may suggest a cause for concern across all four 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
- Parent/carer requests removal of the child from home
- Violence between adults in the household.
- Evidence of coercion or control

## 1.7 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 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
- Inappropriate invasive procedures

## 1.8 RESPONDING TO SEXUAL BEHAVIOUR- A WHOLE SCHOOL APPROACH

**Definition of harmful sexual behaviour**

**Not all sexual behaviour in children is problematic or harmful; some sexual behaviours are part of** healthy development**. It can sometimes be difficult to differentiate between** developmentally appropriate**,** problematic **and** harmful **sexual behaviour. The term "harmful sexual behaviour" includes, but is not limited to, the following actions:**

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults
- Sexual activity that does not involve mutual consent and/or where the relationship includes an imbalance of power

**Procedure for Responding to Harmful Sexual Behaviour**

When considering the most appropriate response to an incident of sexually harmful behaviour there are three key points to highlight;

- Wherever any safeguarding concerns are noted a referral is made to Children's Advice and Support Service (CASS)
- The child always receives clear and consistent messages that the behaviour is not appropriate as soon after it has occurred as possible.
- Contact is made with the parents/ carers of the child to inform them of the behaviour

**Responses to HSB**

The specific responses to inappropriate or harmful sexual behaviour will vary dependent upon the child's age, level of understanding, behaviour displayed and environment at the time. The most important thing to remember is that the behaviour is addressed as soon as possible after it occurs, and responses are clear and consistent.

Further advice can be obtained from: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

# APPENDIX 2 – Dealing with disclosure of abuse

**When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child.  Tell her/him you are pleased that she/he is speaking to you.
- Never enter into a pact of secrecy with the child.  Assure her/him that you will try to help but let her/him know that you will have to tell other people in order to do this.  State who this will be and why.
- Tell her/him that you believe them.  Children very rarely lie about abuse; but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you.  Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what she/he experienced is dirty, naughty or bad.
- Do not make any comments about the alleged offender.
- Be aware that the child may retract what she/he has told you.  It is essential to record all you have heard.
- 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 the role of staff 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 afterwards
**You must not deal with this yourself**.  Clear indications or disclosure of abuse must be reported to Children's Social care without delay, by the Headteacher or the DSL.

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 is available from your DSL or Headteacher.

# APPENDIX 3: Allegations about a member of staff, Local Advisor, 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, texts, images via social media, sexual assault and rape.

- **Neglect**
  For example, failing to act to protect a child or children, to seek medical attention or to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, Local Advisor, Trustee, visitor or volunteer the Headteacher and CEO/DCEO are informed immediately. The Headteacher carries out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher does not carry out the investigation her/himself or interview pupils.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher informs the CEO/DCEO and notifies the Local Authority Designated Officer (Debbie Currie – LADO, Schools' contact - Micho Moyo) Team (Tel: 0121 675 1769) (micho.h.moyo@birmingham.gov.uk). The LADO Team will advise about action to be taken and may initiate internal referrals within Children's Social Care 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(s), these are addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved are informed of this decision, and the reasons for the decision are recorded on the child protection file.

4. Where an allegation has been made against the Headteacher, the CEO/DCEO is informed and the Chair of the Trust, supported by the Chair of the LAB (if in place) will take on the role of liaising with the LADO team in determining the appropriate way forward. Where the allegation is made against the CEO or DCEO the Chair of the Trust is informed and liaises directly with LADO. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of BSCB.

# APPENDIX 4: Indicators of vulnerability to radicalisation

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

2. Extremism is defined by the Government in the Prevent Strategy as:
*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

3. Extremism is defined by the Crown Prosecution Service as:
*The demonstration of unacceptable behaviour by using any means or medium to express views which:*

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

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

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

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

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

8. More critical risk factors could include:

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

There is a designated SPOC in each school (**Appendix 7**) who is responsible for:

- Ensuring that the school staff are aware of the name of the SPOC is and her/his role in relation to protecting pupils from radicalisation and involvement in terrorism.

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.

- Raising awareness about the role and responsibilities of the Trust and the school in relation to protecting pupils from radicalisation and involvement in terrorism.

- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that 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 the protection of pupils from radicalisation and involvement in terrorism.

- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.

- Collating relevant information in relation to referrals of vulnerable pupils into the Channel* process.

- Attending Channel* meetings as necessary and carrying out any actions as agreed.

- Reporting progress on actions to the Channel* Coordinator.

- 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 aims to:*

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

# APPENDIX 6: Escalation and Resolution Procedure

**BIRMINGHAM SAFEGUARDING CHILDREN BOARD**

## CONTENTS

## PURPOSE

Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard or promote the welfare of a child. The purpose of this protocol is to ensure that in such situations issues between agencies are resolved in a timely manner.
Professional disagreements will sometimes arise over one professional's decisions, actions or lack of actions in relation to a referral, an assessment or a plan which are considered not to be in the child's best interests. Disagreements can be healthy and foster creative ways of working with children and families. However, disagreements always require resolution.

**The child's safety and wellbeing must be the paramount consideration at all times and professional differences must not detract from timely and clear decision making**. All professionals working with children and families have a duty to act assertively and proactively to ensure that the child's welfare is addressed as a priority at all levels of professional activity.
It is also incumbent on the professionals involved to ensure that problems are resolved in a timely way in the child's best interests. Individuals should therefore exercise their judgement as to whether the timelines outlined in this protocol need to be achieved more quickly.

## KEY PRINCIPLES

Professionals should -
1. Share key information and their interpretation and views appropriately and often.

2. Seek to resolve the issue in a timely way, based on evidence and assessment, and at the practice, rather than the management, level.

3. Avoid disputes which place children at further risk by obscuring the focus on the child or which delay decision making.

4. Liaise with lead professionals and safeguarding or child protection designates in their organisation at the earliest opportunity. Clarity is expected from all agencies in respect of designated roles and responsibilities.

5. Keep the focus on what is in the child's best interests at all times.

6. Familiarise themselves with the routes for escalation and resolution within their agency.

7. Ensure that at all stages of the process accurate records are made of actions and decisions and their rationale (on the child's file) and shared with relevant personnel (including the worker who raised the initial concern). This must include written confirmation between the parties about an agreed resolution of the disagreement and how any outstanding issues will be pursued.

8.     If the process highlights gaps in policies and procedures, they should be brought to the attention of the Chair of Birmingham Safeguarding Children Board (BSCB)

9.     Stay proactively involved: safeguarding is everyone's responsibility.

10.    Use the BSCB resolution process set out at section 4.

## THE ROLE OF THE PROFESSIONALS AND AGENCIES

Professionals providing services to children and families should work collaboratively across all agencies.  Effective partnership working relies on open and honest relationships and clear communication between staff from different agencies, and seeking to understand each other's point of view.
Birmingham Safeguarding Children Board expects members of staff working directly with children and their families to share information appropriately in line with national and local guidance (for example the Board's Information Sharing Protocol), and to work to plans agreed in all relevant forums (case discussions, meetings and conferences) to safeguard children in the local area.

Safeguarding and promoting the welfare of children is a responsibility shared by all agencies.  Whilst the Local Authority is allocated a lead role in co-ordinating responses to risk, or causes, of significant harm to children, effective intervention is dependent upon inter-agency information sharing and planning, and multi-agency service responses.

If a child is thought to be at immediate risk of significant harm the designated/named safeguarding lead within the agency identifying the concern should be informed immediately.  The designated/named safeguarding lead or the frontline practitioner should inform the Birmingham Children's Advice and Support Service (CASS) on 0121 303 1888.

Problem resolution is an integral part of professional co-operation and joint working to safeguard children.  Birmingham Safeguarding Children Board expects all agencies to adopt a proactive approach towards problem solving which enables professional disagreements to be resolved as close to front line practice as possible.
All agencies are responsible for ensuring that their staff are competent and supported to escalate appropriately any inter-agency concerns and disagreements about a child's safety or wellbeing.

Where difficulties or disagreements arise between agencies the process of resolution should be kept as simple as possible.  The aim, where possible, is to resolve difficulties quickly and without delay at a professional practitioner level.

Professionals' actions should always be based on a robust assessment of the likelihood and degree of harm to the child(ren) and the impact of the given situation on the child's wellbeing.  Decisions and actions should be commensurate with the risks posed to the child.  Whilst this protocol sets out expected timescales within which matters should be escalated when an inter-agency disagreement has arisen, in some situations it may be necessary to act sooner to protect a child or children.  **The timescales indicated should not be a reason for delaying action.**

Each staff member is responsible for recording professional conversations and decision-making in line with the case recording protocols and procedures in each agency or setting.  The professionals involved in the resolution process must accurately and contemporaneously record each intra- and inter-agency discussion they have, approve and date the record.

Where the disagreement involves actions in relation to an individual child, a record of the intra - and inter - agency discussion and any other written communication should be placed on the child's record.

## SITUATIONS WHERE DISAGREEMENT MAY ARISE

There is now a single point of referral for all safeguarding concerns (CASS) and multi-agency threshold guidance *"Right Help, Right Time"*, which should be referred to in any discussion about thresholds.  Consequently, the number of professional disagreements between agencies should reduce.

However, occasions may arise where one professional disagrees with the actions of another professional and in such cases Birmingham's Resolution and Escalation protocol should be followed.  Some examples include the following (although the list is not exhaustive) -

- One professional disagrees with the action of another in relation to a particular course of action, such as closing involvement with a child or family or excluding a child from school.

- One worker or agency considers that another worker or agency has not completed an agreed action for no acceptable or understood reason.

- One agency considers that the plan for a child is inappropriate and that a child's needs are not being best met.

- There is a disagreement as to whether a particular agency needs to be involved in supporting the child and family.

- There is a significant delay in discharging a child for whom there are safeguarding concerns from hospital.

- A member of staff or an agency considers that the child's safeguarding needs are better met by a Child Protection Plan or by a Child in Need Plan and has requested that a Child Protection Conference be called and feels that this has been refused.

- A range of professionals have concerns about an agency's response to safeguarding concerns.

- There is disagreement over the sharing of information and/or provision of services.

**PROCESS FOR RESOLUTION AND ESCALATION**

Professionals should attempt to resolve differences through discussion within **10 working days** or a timescale that protects the child from harm (whichever is shortest).
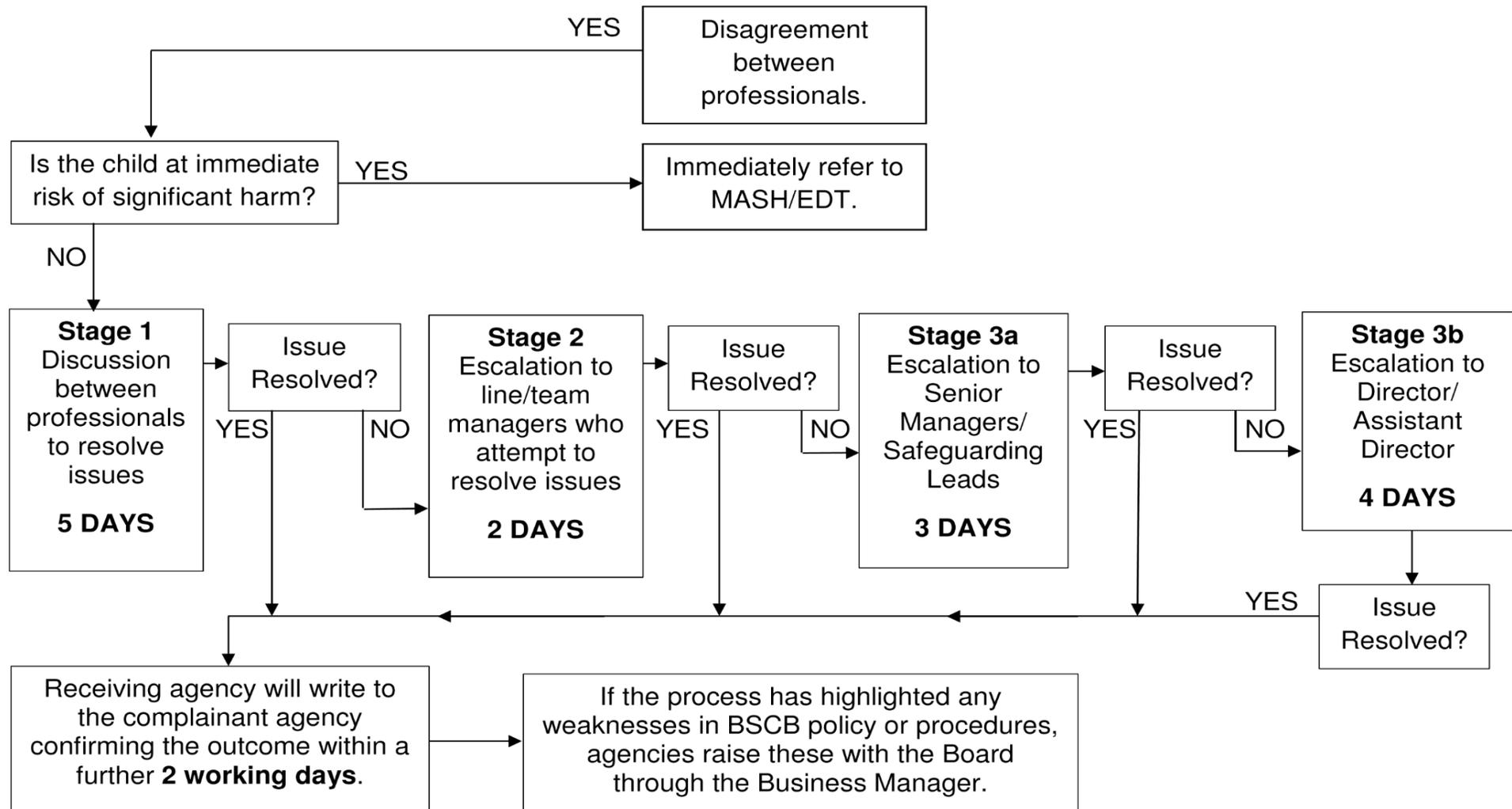
| Stage No. | Parties Involved | Process | Duration | Cumulative Duration |
|---|---|---|---|---|
| 1. | Practitioners | Upon disagreement in relation to the safeguarding needs of a child, in the first instance the complainant practitioner should raise the matter with the responsible practitioner within 2 working days of the disagreement or receipt of a decision. If the concern is first raised verbally it should be confirmed in writing. | 2 days | 2 days |
| | | The complainant practitioner should provide clear evidence-based reasons for their disagreement. The receiving agency must read and review the particular case file. They must **speak to the complainant practitioner and attempt to find a mutually agreeable way forward within 3 working days**. Where a resolution is reached the responsible practitioner will advise the complainant practitioner of the outcome in writing (i.e. by email) within a further 2 working days | 3 days | 5 days |
| 2. | Line/Team Managers | If the receiving agency practitioner and the complainant practitioner are unable to resolve the disagreement following exploration of the facts, each practitioner should raise their concerns with their respective line/team manager or named lead for safeguarding, who should attempt to resolve the differences within 2 working days. If agreement is reached, the receiving agency will write to the complainant agency confirming the outcome within a further 2 working days.<br><br>Note: If one of the professionals is self-employed, the safeguarding lead will deal with this stage (as well as stage 3). If one of the agencies is a school, the Head Teacher/Principal will deal with this stage (as well as stage 3). | 2 days | 7 days |
| 3a | Service/Senior Managers | If agreement cannot be reached following discussions between the line/team managers the issue must be referred within 24 hours to the relevant service/senior manager (i.e. a Head of Service in Children's Social Care, a Detective Inspector or other designated professional). The relevant managers should meet within 2 working days to resolve the issue.<br><br>Note: The Head of Safeguarding in Children's Social Care and the BSCB Business Manager should both be copied into disagreements that have escalated to this level | 3 days | 10 days |

| 3b | Director/Assistant Director | Where resolution is still not agreed after Stage 3a, each service/senior manager will raise the disagreement within a further **2 working days** at Director/Assistant Director level within their own agency **(who will be expected to be a BSCB Board Member)**. The equivalent level for the Police is Superintendent or Chief Superintendent.<br><br>The Director/Assistant Director of the complainant agency will then write to the Director/Assistant Director of the receiving agency and meet within a further **2 working days** to achieve a final resolution. | 4 days | 14 days |
|---|---|---|---|---|
| | | **Exceptional Circumstances**<br>Whilst it is a firm BSCB expectation that professional disagreements must be resolved within the 3-stage process set out above, in exceptional circumstances, where the matter remains unresolved, there is provision for it to be considered by the BSCB independent chair.<br><br>In exceptional circumstances only, where the concerns of the complainant agency persist, the Director of this agency should write immediately and within no more than 2 working days, to the BSCB Chair, via the BSCB Business Manager.<br><br>The BSCB Chair will seek written representation initially, and may request a meeting with those involved at all levels of service delivery to seek their views and solutions to the concerns raised. The BSCB Chair will make a final and binding decision on the most appropriate way to proceed and this will be communicated to all involved within 5 working days of the issue being brought to his/her attention. | | |
| | | Alternatively, the BSCB Chair will identify a Board member from an uninvolved agency to chair a meeting of the most senior managers with operational responsibility for the case. This meeting will review the issues at hand and provide a final opportunity for the involved agencies to ensure that there is a full understanding of the issues before the decision is finalised. The chair of this meeting will report back to the BSCB Independent Chair. | | |

**FOLLOWING USE OF THE RESOLUTION AND ESCALATION PROCESS**

It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships.

# Process Flow Chart

YES → Disagreement between professionals.

Is the child at immediate risk of significant harm? — YES → Immediately refer to MASH/EDT.

NO ↓

**Stage 1** Discussion between professionals to resolve issues **5 DAYS** → Issue Resolved? — YES / NO →

**Stage 2** Escalation to line/team managers who attempt to resolve issues **2 DAYS** → Issue Resolved? — YES / NO →

**Stage 3a** Escalation to Senior Managers/ Safeguarding Leads **3 DAYS** → Issue Resolved? — YES / NO →

**Stage 3b** Escalation to Director/ Assistant Director **4 DAYS** ↓

Issue Resolved? — YES

Receiving agency will write to the complainant agency confirming the outcome within a further **2 working days**. →

If the process has highlighted any weaknesses in BSCB policy or procedures, agencies raise these with the Board through the Business Manager.

# CODICIL INSERT

## RECENT CHANGES TO THIS POLICY (2018/19)

*This policy was reviewed and ratified by Trust Board on 11<sup>th</sup> July 2019.*

*The following persons are authorised to approve minor changes between reviews:*

*CEO  [name]………Pat Smart …………………………………………………………*

*DCEO  [name]………Andy Bush …………………………………………………………*

*Safeguarding Trustee [name]………Mary Higgins………………………………………………*

*Since ratification by the Trust Board the following changes have been made –*

| Date of Change: 21/09/18 | | |
|---|---|---|
| *18/10* | *Section 27 p 26/7* | *The diagram in this page has been updated with some minor changes. The hyperlink takes you to the new modified document* |
| *18/10* | *Part 2 Key procedures p 21* | *3 steps to delivering Early Help diagram- updated Early Panel no longer convenes* |
| *18/10* | *Section 15.1 p 18* | *Ofsted recommendation - Peer on Peer abuse to stress the issues of the gendered nature of peer on peer abuse, that abuse is abuse and should never be tolerated or passed off as 'banter' or 'having a laugh' and linking the section to the work already in the policy to children who pose a risk to children and sexting.* |
| *18/10* | | *Training clarification from BCC regarding refresher training* |
| Date of Change: 20/06/19 | | |
| | *Section 8.3 p 13* <br><br>*Appendix 7 p43* | *Clarification from BCC regarding refresher training for DSLs – required every 2 years* |
| | *Section 2.6 p24* <br><br>*Appendix 7 p43* | *Operation Encompass policy statement and Lead added* |
| | *P3* <br><br>*Appendix 7 p43* | *School Leads for Mental Health, Birmingham Pledge and GDPR added.* <br><br>*Prevent SPOC and Designated Teacher for Children in Care added.* |
| | *Section 7 p12* <br><br>*Appendix 7 p43* | *References to 'Looked after children' changed to 'children in care'- change announced at May 2019 Birmingham Safeguarding Briefings.* |
| | *Appendix 3 p44* <br><br>*Appendix 7 p43* | *A school's Chair of the LAB must be informed when an allegation is made against the respective Headteacher.* |