



Holyhead

Teach What Matters

Safeguarding and Child Protection Policy

Autumn 2021

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PART ONE: SAFEGUARDING POLICY

1.0 INTRODUCTION

Safeguarding and promoting the welfare of children is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.
- Children include everyone under the age of 18

This means that our school is committed to safeguarding and promoting the welfare of all its students. We believe that:

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

All staff and visitors have an important role to play in safeguarding our students and protecting them from abuse **and**

	<p>considering when mental health may become a safeguarding issue.</p> <p>At Holyhead School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.</p> <p>Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.</p> <p>We will always act in the best interest of the child.</p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • <u>The most recent version of Working Together to Safeguard Children (DfE)</u> • <u>The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2021)</u> • <u>West Midlands Safeguarding Children Procedures</u> • <u>The Education Act 2002 s175</u> • <u>Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016</u> • <u>General Data Protection Legislation (2018)</u> https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en • <u>Mental Health & Behaviour in Schools.</u> https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018 <ul style="list-style-type: none"> • Teaching online safety in schools: DfE guidance (June 2019) https://www.gov.uk/government/publications/teaching-online-safety-in-schools • Birmingham Safeguarding Children Partnership threshold guidance <u>Right Help Right Time</u> 	<p><i>In our school the following people will take the lead in these areas:</i></p> <p>Our Lead DSL is: D.Denny (0121 523 1960 EXT 3024)</p> <p>Our Designated teacher for Looked after children is: D.Denny (0121 523 1960 EXT 3024)</p> <p>Our Data Protection officer is: B. Maguire (0121 523 1960)</p> <p>Our Rights Respecting link is: D.Shergil (0121 523 1960)</p> <p>Our lead for Mental Health is: N. Marnell/R. Percy (0121 523 1960)</p> <p>Our Operations Encompass Key Adult: K. Phillips</p>

<ul style="list-style-type: none"> ● Multi-agency Statutory Guidance on Female Genital Mutilation ● Protecting Children from Radicalisation: The Prevent Duty, 2015 ● Relationships Education, Relationships and Sex Education (RSE) and Health Education ● Sharing nudes and semi-nudes: advice for education settings working with children and young people ● Voyeurism Offences Act 2019 ● DfE statutory guidance on Children Missing in Education 	
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<p>2.0 OVERALL AIMS</p> <p>This policy will contribute to the protection and safeguarding of our students and promote their welfare by:</p> <ul style="list-style-type: none"> ● Adopting a whole school approach safeguarding ● Clarifying standards of behaviour for staff and students ● 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 students and parents to participate; ● Alerting staff to the signs and indicators that all may not be well ● Developing staff awareness of the causes of abuse ● Developing staff awareness of the risks and vulnerabilities their students face ● Addressing concerns at the earliest possible stage; and ● Reducing the potential risks students face of being exposed to violence, extremism, exploitation, discrimination or victimisation. ● Recognising risk and supporting online safety for students, including at home. 	<p>This means that in our school we will:</p> <ul style="list-style-type: none"> ● Identify and protect all students especially those identified as vulnerable students ● Identify individual needs as early as possible; gain the voice and lived experience of vulnerable and design plans to address those needs ● Work in partnership with students, parents/carers and other agencies. <p>Our policy extends to any establishment our school commissions to deliver education to our students on our behalf including alternative provision settings.</p> <p>Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.</p>
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3.0 GUIDING PRINCIPLES

These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time);

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

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

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

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

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

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CASS. Parents/carers will be informed unless there is a compelling reason not to do so.

4.0 EXPECTATIONS

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
- Record concerns/incidents on CPOMS
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - inform the DSL immediately, and provide a written account as soon as possible
- Be involved, where appropriate, in the implementation of individual School-focused interventions, Early Help assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans

This means that in our school:

All our staff will receive annually safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

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

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

5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- **DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.**
- Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.

This the DSL team in our school is:

Lead: D. Denny (0121 523 1960)

Deputies: D. Knox, D. Reddy, N. Marnell, J.Honeyghan, L. Williams, T. Edwards, S. Parker, E. Smith, K. Phillips, R. Percy, A. Khan

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Holyhead School. The key role of the DSL is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- be aware of students who have a social worker

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

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual student and/or family. A written record will be made of what information has been shared, with whom, and when.

- Safeguarding and Child Protection information will be dealt with in a confidential manner.
- **The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.**
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.
- If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools.

We use CPOMS to record and store our records electronically but we also hold paper files that are stored within a locked filing cabinet.

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

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

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

- The Governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Designated teachers will have responsibility for promoting the educational achievement of children/young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Birmingham Children's Trust will support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker

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

In our school the Designated Teacher is:
Debbie Denny

Our Designated Teacher will:

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

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

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

7.0 THE GOVERNING BODY

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

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers
- The Principal and all other staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record is maintained
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures.
- The Nominated Governor is responsible for liaising with the Principal and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

In our school this means that:

All governors must have read part 2 of "KCSIE-22"

Our nominated Governor for Safeguarding and Child Protection is:
Dominic Bradley

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

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

Dominic Bradley (Chair of Governors) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Principal.

Dominic Bradley will liaise with the Lead DSL to produce a termly report for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

8.0 SAFER RECRUITMENT & SELECTION

The school should pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

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

This means that in our school:

The following school staff have undertaken Safer Recruitment training:

- 1 Ross Trafford
- 2 Dave Knox
- 3 Kelli Robinson
- 4 Andrew Bowen
- 5 Harinder Sidhu
- 6 Sadash Banger
- 7 Debbie Denny
- 8 Darren Lovell

And the following members of the Governing Body have also been trained:

- 1 Dominic Bradley
- 2 Samantha Hulson
- 3 Nasar Ahmed

One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

8.1 Induction

All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.

8.2 Staff Support

Regular **safeguarding** supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

DSLs will be supported to access training as appropriate including training in behaviour and mental health.

All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.

Our staff induction process will cover:

- The Safeguarding & Child Protection policy;
- The Behaviour Policy;
- The Staff Code of Conduct Policy
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of Part one of the KSCIE-22 document is provided to staff at induction.

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support all DSLs by **providing opportunities for reflective practice** including the opportunity to talk through their anxieties with the Lead DSL and to seek further support as appropriate.

9.0 THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain students. This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a student 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 students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. Departmental advice for schools is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Please refer to our Positive Handling Policy for further information.

This means in our school:

By planning positive and proactive behaviour support, will reduce the occurrence of challenging behaviour and the need to use reasonable force/positive handling.

We will write individual behaviour plans for our more vulnerable students and agree this with parents and carers.

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their students and colleagues.

When using reasonable force in response to risks presented by incidents involving students including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

All our staff have been trained in 'Safer handling'

10.0 THE SCHOOL ROLE IN THE PREVENTION OF ABUSE

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

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

This means that in our school:

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

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

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

We recognise the particular vulnerability of children who have a social worker.

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

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

The student's voice must remain paramount within a solution based framework.

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

Should it be felt that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.

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

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

This means that in our school we will:

Implement Right Time Right Help

All staff will notice and listen to students, sharing their concerns with the DSL via CPOMS. However if the student is at immediate risk of harm this will need to be done face to face with the DSL initially and then followed up with the completion of CPOMS.

Safeguarding leads will assess, plan, do and review plans

Senior Leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD

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

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

12.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty).

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

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

This means that in our school:

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

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL.

The SPOC has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

12.1 Risk Reduction

The school governors, Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found at:

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

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

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

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

12.2 Channel

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

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

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

The SPOC for our school is:
David Knox

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

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

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

13.0 STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, TRAFFICKING, OR SO-CALLED 'HONOUR-BASED VIOLENCE (INCLUDING FORCED MARRIAGE AND FEMALE GENITAL MUTILATION)

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

This means that in our school we ensure:

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

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

- Forced Marriage
- Honour based violence

<p>Failure to report such cases will result in disciplinary sanctions.</p> <p>The teacher will also discuss the situation with the DSL who will consult Birmingham Children’s Trust before a decision is made as to whether the mandatory reporting duty applies.</p>	<ul style="list-style-type: none"> ● FGM ● Trafficking ● Criminal Exploitation & Gang Affiliation <p>Our staff will be supported to recognise the warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.</p>
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<p>14.0 CHILDREN MISSING FROM EDUCATION</p> <p>A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and Missing from Education will be coordinated with safeguarding interventions.</p> <p>The school must notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school’s permission for a continuous period of 5 days or more.</p> <p>The school (regardless of designation) must also notify the Local Authority of any /student who is to be deleted from the admission register because s/he:</p> <ul style="list-style-type: none"> ● Has been taken out of school by their parents and is being educated outside the school system (e.g. home education) ● Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change) ● Displaced as a result of a crisis e.g. domestic violence or homelessness 	<p>This means that in our school we will:</p> <p>Hold two or more emergency contact numbers for each student.</p> <p>Our attendance officer and Heads of Year will liaise closely with the DSL.</p> <p>We will adapt our attendance monitoring on an individual basis to ensure the safety of each student at our school.</p> <p>Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered ‘missing’.</p> <p>We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team and Birmingham Children’s Trust.</p>
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<ul style="list-style-type: none"> ● Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age ● Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period 	
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- Has been permanently excluded

15.0 PEER ON PEER ABUSE

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

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

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.
- The term **“harmful sexual behaviour”** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
 - Using sexually explicit words and phrases.
 - Inappropriate touching.
 - Sexual violence or threats.
 - Full penetrative sex with other children or adults.
 - Sexual interest in adults or children of very different ages to their own.
 - Forceful or aggressive sexual behaviour.
 - Compulsive habits.

This means that in our school:

We will not tolerate instances of peer on peer abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.

All staff will receive training on peer on peer abuse.

We will adopt the ‘whole school approach’ to tackling sexism.

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

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

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

At Holyhead School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

We will follow both national and local guidance and policies to support any student subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence. In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety published in 2017.

- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

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

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

<https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children>

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

<https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance>

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

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, our school will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHCE lessons.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHCE lessons. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong

•Addressing cultures of sexual harassment

All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

16.0 CRIMINAL EXPLOITATION & GANG AFFILIATION

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

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

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

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

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

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

This means that in our school we will;

Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour,

use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.

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

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

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

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

17.0 COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

This means that in our school we will ensure staff are aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a student 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.

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

- Persistently going missing or being found out of their usual area

<ul style="list-style-type: none"> • can still be exploitation even if the activity appears consensual; • can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; • can be perpetrated by individuals or groups, males or females, and young people or adults; and • is typified by some form of power imbalance in favour of those perpetrating the exploitation. <p>Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.</p>	<ul style="list-style-type: none"> •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
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<p>18.0 UPSKIRTING</p> <p>'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.</p>	<p>This means that in our school upskirting will not be tolerated. Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.</p>
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<p>19.0 CONTEXTUAL SAFEGUARDING</p> <p>"Contextual Safeguarding....means assessment of children should consider whether wider environmental factors are present in a child's life, that are a threat to their safety, and/or welfare ... so, it's important that schools and colleges provide as much information as possible as part of the referral process." <i>Keeping children safe in Education</i></p> <p>Contextual Safeguarding is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the home.</p>	<p>This means that school staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.</p> <p>Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.</p> <p>The school will provide as much contextual information as possible when making referrals to CSCS.</p>
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<p>20.0 MENTAL HEALTH</p> <p>KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.</p>	<p><i>In our school this means that:</i></p> <ul style="list-style-type: none"> • All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of
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Mental health support

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

Department for Education (DfE) (2017) Preventing bullying.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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

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

At Holyhead School the Senior Mental Health Lead will be supported by the senior leadership team.

suffering abuse, neglect or exploitation

- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:*
- **Prevention:** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;*
- **Identification:** *recognising emerging issues as early and accurately as possible;*
- **Early support:** *helping pupils to access evidence based early support and interventions; and*
- **Access to specialist support:** *working effectively with external agencies to provide swift access or referrals to specialist support and treatment*

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or the Mental Health Lead.

21.0 CHILDREN WITH A SOCIAL WORKER

At Holyhead School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students.

Staff realise that this may mean children with a social worker are vulnerable to further harm, as well as facing barriers to attendance, learning, behaviour, and poor mental health.

	<p>We take these needs into account when making plans to support students who have a social worker.</p> <p>Staff members who suspect a student may be vulnerable must report all concerns to the DSL.</p>
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22.0 RELATED POLICIES

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and associate staff), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the Governing Body and is in line with the BSCB procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements. Other policies that support this policy include:

- | | |
|----------------------------|--------------------|
| Admissions | Data Security |
| Anti-Bullying | Equal Opportunity |
| Attendance and Punctuality | Educational Visits |
| Behaviour Policy | PSHE |
| No Platform For Extremism | Safer Recruitment |
| Positive Handling | SRE |
| Code of Conduct | Visiting Speakers |
| Complaints Policy | Whistleblowing |
| Disciplinary Policy | E-Safety |

Review Date: Autumn 2021
Next Review Date: Autumn 2022
Policy Lead: D Denny

PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD

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

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE – IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

STEP ONE – ADDITIONAL INFORMATION

-RHRT (formerly RSRT): <http://www.lebbirmingham.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/schools#6>

-Early Help Tab – Behaviours that may indicate vulnerability document

-For additional guidance: <https://www.birmingham.gov.uk/schools#6>

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STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

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

No additional consent required

STEP THREE – SCHOOL-FOCUSED ASSESSMENT/ ACTION PLAN

Child/ young person only

Option A

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

3 Houses

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 Weibing (SoSW) practice: <http://www.lebbirmingham.org.uk/index.php/early-help/signs-of-safety-and-welbeing>

-For Training on the SoSW practice framework: <http://www.birmingham.gov.uk/mediasupportservices/AboutUs>

-For additional guidance: <https://www.birmingham.gov.uk/schools#6>

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STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN

School led

Option C

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

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

Early Help Assessment (EHA) & Our Family Plan (OFF)

Consent Required

Local authority led

Option D

Request Think Family or Social Care support using the Request for Support form (RfS)

Seek telephone advice from CASS as appropriate (303 1888)

Request for Support form (RfS)

Consent required except when safety may be at risk

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSED (Option A & B)

-Guidance on completing the EHA conversation log and information on using SoSW practice: <http://www.lebbirmingham.org.uk/index.php/early-help/signs-of-safety-and-welbeing>

-For Training on the practice framework: <http://www.birmingham.gov.uk/mediasupportservices/AboutUs>

-For additional guidance: <https://www.birmingham.gov.uk/schools#6>

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MULTIAGENCY

Option C

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

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

-For guidance on when to do an EHA: https://www.birmingham.gov.uk/downloads/download/771/high_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 0434/2984/2985/2986

Birmingham Children's Safeguarding Board

Guidance: <http://www.lebbirmingham.org.uk/index.php/early-help/guidance>

-Where there are CSE or extremism concerns complete additional screening tools. For concerns to be shared with police – Use EHA form

<http://www.lebbirmingham.org.uk/index.php/cse>

Three Steps to Delivering Early Help in Education – September 2018



PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD

23.0 INVOLVING PARENTS/CARERS

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

23.1.2 However there may be occasions when the school will contact another school or agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

23.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy via our school website and the Tutor -Parent *Contact Day held in September*.

24.0 MULTI-AGENCY WORK

24.1 We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our students and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the student already has a safeguarding Social Worker or Family Support Worker, concerns around escalation of risks must be reported immediately to the Social/Family Support Worker, or in their absence, to the team manager.

24.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the student are met.

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

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

24.5 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

25.0 OUR ROLE IN SUPPORTING CHILDREN

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

- 25.2 An 'Our Family Plan' will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 25.3 Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of students who abuse others will be considered separately from the needs of their victims.
- 25.4 We will ensure the school works in partnership with parents/ carers and other agencies as appropriate.

26.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Partnership Procedures on Allegations against Staff and Volunteers.

- 26.1 This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a student or may have harmed a student
 - Possibly committed a criminal offence against or related to a student
 - Behaved in a way that indicates s/he is unsuitable to work with young people.
 - **The new provision as set out in part 4 of KCSiE should apply to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.**
- 26.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse students. **In our school we also recognise that concerns may be apparent before an allegation is made.**
- 26.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards students immediately.
- 26.3.1 Allegations or concerns about staff, colleagues and visitors **(recognising that schools hold the responsibility to fully explore concerns about supply staff)** must be reported directly to the Principal who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.
- 26.3.2 If the concern relates to the Principal, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.
- 26.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

27.0 CHILDREN WITH ADDITIONAL NEEDS

- 27.1 Our School recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 27.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable student or one who is the subject of a Child Protection Plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident

resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

28.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

28.1 Private Fostering

28.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

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

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

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

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

29.0 LINKS TO ADDITIONAL INFORMATION ABOUT SAFEGUARDING ISSUES AND FORMS OF ABUSE

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

29.2 Guidance on children in specific circumstances found in Annex A of KCSIE (**latest edition**), and additional resources as listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures

	2.26 Children who abuse others/ West Midlands Safeguarding Children Group	
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/polar/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media/West Midlands Safeguarding Children Group	BCC Education Safeguarding Birmingham Police and Schools Panels

	https://www.gov.uk - Teaching online safety in schools	
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls Honour-based violence/ West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

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

30.0 QUALITY ASSURANCE

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

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through S175 audit and related governance and challenge arrangements.
- Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

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

This means that in our school we will:

- complete the S175 audit on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.
- contribute quality data to inform multi-agency audits and practice reviews.
- participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

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

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

31.0 CHILD SAFEGUARDING PRACTICE REVIEWS, DOMESTIC HOMICIDE REVIEWS AND LESSONS LEARNT REVIEWS

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

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

This means that in our school:

Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.

Where a case is relevant to our school, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.

APPENDICES

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given

- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. SEXUAL ABUSE

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

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

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

4. SEXUAL EXPLOITATION

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

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

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)

- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. EMOTIONAL ABUSE

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

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

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

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

6. RESPONSES FROM PARENTS/CARERS

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

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries

- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. DISABLED CHILDREN

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

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

DEALING WITH A DISCLOSURE OF ABUSE

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

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

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

Immediately after a Disclosure

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

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

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR 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 students, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegations. The Principal should not carry out the investigation himself or interview students.
3. The Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student. These should be addressed through the school's own internal procedures.
 - If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child Protection procedures
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

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

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

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

- **Special Educational Need**– students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

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

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Holyhead is David Knox who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students 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 Holyhead in relation to protecting student from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

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

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

Safeguarding During the Coronavirus (COVID-19) Outbreak

This appendix has been created in line with the DfE's 'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers' guidance.

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government guidance as it is released.

The Department for Education has recently published specific safeguarding advice for the Covid-19 period and this can be found here:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

As the majority of students will be working from home, there is much less interaction face to face. Therefore, the DfE have provided guidance in order to support schools to ensure that we are making appropriate checks on vulnerable learners. Following this advice, we will be carrying out the following;

Universal support for all pupils

- Holyhead (open or closed to students) will be sharing information with parents/carers on the school website and by text message/parentmail.
- This messaging will go to all parents/carers and will include information about school closure, where to get help and support, links to sources of education and entertainment, who to contact if help is needed and brokerage support for key worker/vulnerable pupil arrangements.
- There will be a DSL present every day, unless school is closed. In which case, you can contact a DSL via email or phone call where they will be working from home.

Targeted support for vulnerable pupils

- In addition to universal support, Holyhead School will be in contact with individual families by text, to ensure that they are accessing FSM vouchers, or to discuss a school place if that is what they require, any other issues that may arise
- Phone calls to more vulnerable groups that have been risk assessed will be made to ensure they are functioning well, whether they are accessing support, or whether they require further support.
- Holyhead will be keeping records of attendance and contact with vulnerable groups and will share records of CIN/CP/LAC/EHCP etc with Birmingham Children's Trust, as required. We will continue to submit their attendance return to the DfE.
- The Designated Teacher will continue to liaise with carers and Social Workers for LAC to ensure PEPs are up to date.
- DSLs will risk assess within the vulnerable cohort, who is engaging and who requires a more specialist approach and will share this with appropriate staff members.

Specialist for vulnerable pupils who may be at risk

- If students on the edge of a threshold are in school, they can access support, but if not in school, we will ensure that universal and targeted support is actioned, then risk assess according to their need.

- Due to shortage of staff, levels of risk, and self-isolation, we are not expected to carry out home visits in general. However, if this is a necessity, a risk assessment would need to be carried out with Birmingham Children's Trust who will offer advice and support via CASS and decisions made about who else may have had contact with the family that can provide reassurance, i.e. partners in the plan, voluntary sector. Families may be accessing support from these groups, including brokerage of support, food banks etc. At the very least, a phone call should be made and a risk assessment based on the outcome of that call in discussion with Birmingham Children's Trust. There may be cases that require more specialist input and this should be discussed with Birmingham Children's Trust according to need and risk on an individual basis. School staff who contribute to children's plans will be invited to strategy, child protection case conferences and core groups remotely.

If any member of staff is concerned that a child is at risk, or that their needs appear to be significant and complex, make reference to the threshold criteria Right Help Right Time and refer it to Birmingham Children's Trust through a written referral (this can be found on the CASS website). Schools must tell parents that they are making the referral for support and seek consent to share information. If a school is concerned that there are child protection concerns, consent is overridden and schools should not delay in contacting the Trust through CASS. If this is the case, please inform the DSL immediately.

If any member of staff or volunteer has a concern about a staff member or volunteer who may pose a safeguarding risk to children please refer to Part 4 in KCSIE and raise the concern with a DSL/Principal.

1. Key definitions

For the purpose of this policy, the following definitions will be utilised:

- **Education hub:** a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area.
- **Children of keyworkers:** children of parents who work in the following industries:
 - Health and social care, e.g. doctors and nurses
 - Education and childcare, e.g. teachers and DSLs
 - Local and national government, e.g. administrative occupations
 - Food and essential goods retail, e.g. supermarket workers and grocers
 - Public safety and national security, e.g. police and ministry of defence workers
 - Transport, e.g. freight transport workers and train drivers
 - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- **Vulnerable children:** those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- **Volunteer staff:** staff who are working in a school that is not their usual place of work.

2. The role of the DSL and their deputies

In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its students – this approach is led by the DSL.

During partial school closure, the DSL and their deputies are responsible for:

- Ensuring they or their deputies are available at all times, either in school or via telephone or online communication.
- Sharing their time and resources with other schools, where necessary.
- Being responsible for amending Appendix 6 (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.
- Working with the VSH and wider LA to protect vulnerable children.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Sharing their contact information with the school community.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Providing students with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Ensuring any student who is not formally considered as vulnerable, but who may still be vulnerable, has access to school where required.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work.
- Providing all volunteers and volunteer staff with copies of this policy.
- Adhering to safer recruitment procedures and carrying out risk assessments on volunteers where required.

- Seeking assurances from employers of volunteer staff, to ensure they have up-to-date safeguarding training and are safe to work with children.
- The DSL will report back to the governing board on all relevant safeguarding concerns experienced during partial school closure.
- The DSL will work with the local safeguarding partners to ensure students remain safe during partial school closure.

3. Attendance

- The school will no longer use its regular attendance register to record attendance during partial school closure.
- The school will report to the DfE the number of students in school and whether they remain partially closed using the online form. This form will be submitted by 12:00pm each weekday.
- The school will record and investigate any absences where it expected a child to attend school and did not or where parents have arranged care for their child who subsequently did not attend.

4. Staff training and safeguarding induction

- The school will ensure that all existing school staff have read part one of 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- The DSL and **Principal** will ensure any volunteer staff from other schools are suitably trained in safeguarding and ensure that they have read KCSIE and are aware of the school's safeguarding policy and procedures and any additional local safeguarding arrangements.
- The **Principal** will risk assess any volunteers and volunteer staff working with students and use their professional judgement to assess whether they are suitable to work with students.
- The school will follow safer recruitment processes, in line with the relevant policy, when acquiring new staff.
- Anyone who has not undergone suitable DBS checks will not be left unattended with students.
- The school will report anyone to the TRA who they consider a safeguarding risk by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered.
- The school will have a rotary system which allows the **Principal** to be aware of who will be in school at any one given time.
- The school will keep a record of each record of attendance for staff and students within school and any additional risk assessments made on staff in a secure file, e.g. the SCR.

5. Online safety and security

- **Coronavirus (COVID-19): keeping children safe online** - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of

conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

- Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely **online**. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.
- The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.
- Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.
- An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:
 - **Childline** - for support
 - **UK Safer Internet Centre** - to report and remove harmful online content
 - **CEOP** - for advice on making a report about online abuse
- Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.
- Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.
- Support for parents and carers to keep their children safe online includes:
 - **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
 - **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
 - **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
 - **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.
- Government has also provided:
 - [Support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls.
- All online programmes used will be checked by the school's **DPO** and DSL to ensure they are reputable and GDPR compliant.
- The **ICT team** will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.
- Any online queries which require the **ICT team** will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.
- The DSL will report back to the governing board how they are ensuring students remain safe online during partial school closure.
- Students will report any suspicious online activity they encounter to the DSL or **Principal**.
- Staff will adhere to the **Staff Code of Conduct** at all times when delivering education online.
- Staff will report concerns over a student's safety online to the DSL.
- The school will collaborate with parents and carers to reinforce the importance of online safety.

6. Mental health

- The school understands how the coronavirus pandemic can cause students and staff to feel anxious and concerned and will offer any essential support required to those in need.
- The Principal will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.
- Students will be provided with different resources they can access (via studentportal) to help them cope with their mental health, including ChildLine and other online services.
- Face-to-face support will only be provided where necessary or unavoidable.
- The school will have due regard for the **Social Emotional Mental Health (SEMH) Policy** when identifying early signs of mental health issues in students.

7. Supporting Students at home

- The DSL will ensure every student has their contact information so they know how they can talk to them about any safeguarding concern.
- Students are provided with online safety information by their teacher.
- Students will be directed to practical online support, such as ChildLine, where they feel unsafe and require support outside of school.

- Parents are given a list of websites their child will be accessing and any information of online sessions with staff their child will be participating in during partial school closure.
- Parents are provided with the contact details of the DSL so they can report any concerns they have.

8. Peer-on-peer abuse

- The DSL will implement robust reporting procedures for peer-on-peer abuse during partial school closure and communicate these to all staff, students and parents.
- Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.
- Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- Students will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. ChildLine.
- The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- Individuals will be given a copy of the school's amended **Complaints Procedures Policy** to assist them with the appeals process.
- Communications will be made online or by telephone, unless face-to-face contact is unavoidable.

9. Monitoring and review

- The DSL is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.
- Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.