

# King Edward's School - Safeguarding Policy and Procedures

Reviewed September 2018 by the Designated Safeguarding Lead

Ratified by the Independent Schools Governing Body (ISGB) on \_\_\_\_\_

Signed by the Chairman of ISGB: \_\_\_\_\_



## Section A – The Safeguarding Policy

### Key contacts

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Deputy Designated Safeguarding Lead	Henry Coverdale	Internal 1061 External 0121 472 1672 <a href="mailto:hmc@kes.org.uk">hmc@kes.org.uk</a> Mobile: 07921 124467
Chief Master	Keith Phillips	Internal 1009 External 0121 472 1672 <a href="mailto:chief@kes.org.uk">chief@kes.org.uk</a>

Any person who has a concern but does not wish to speak to the School directly may contact any of the following people or agencies to report their concern and / or seek advice.

Liaison Governor for Safeguarding	Jog Hundle	Foundation Office Edgbaston Park Road, Birmingham, B15 2UD 0121 415 6130
Chair of ISGB	Tim Clarke	Foundation Office Edgbaston Park Road, Birmingham, B15 2UD 0121 415 6130
<a href="#">Birmingham Safeguarding Children Board</a>		0121 303 1888 Emergency number 0121 675 4806
Local Authority Designated Officer (LADO team)		0121 675 1669
DfE extremism concerns		020 7340 7264 <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
Birmingham Schools Safeguarding Advisor	Jon Needham	Tel: 0121 675 2499 / 07912 793668
Police		101
NSPCC whistleblowing helpline		0800 028 0285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

## Statement of Intent

At King Edward's School safeguarding and promoting the welfare of children is of the highest priority. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff at King Edward's School should ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single member of staff can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We understand that as a school we are in an important position to identify concerns early, provide help and prevent concerns from escalating. We recognise the importance of early help.

The school will operate in line with the [Procedures of Birmingham Safeguarding Children Board](#) (including [Right Help Right Time \(RHRT\)](#), and [Early Help](#)) (or other LSCBs as appropriate) and will give due regard to the key DfE guidance documents (amongst others):

- Keeping Children Safe in Education (September 2018) (KCSIE)
  - KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (July 2018) (WT).
  - WT refers to the non-statutory advice: Information sharing (July 2018)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
  - The Prevent duty: Departmental advice for schools and child minders (June 2015)
  - The use of social media for on-line radicalisation (July 2015)

This policy should be read in conjunction with the King Edward's School Staff Code of Conduct, Visits / Trips out of School policy, Behaviour and Discipline policy, Anti-bullying policy, eSafety policy, Missing Pupil policy, Whistle Blowing policy and Safer Recruitment policy. These policies are available on the School website or by request.

## Aim

Safeguarding and promoting the welfare of children<sup>1</sup> is defined as: protecting children from maltreatment<sup>2</sup>; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

To that end, we will ensure that arrangements are in place for:

- All reasonable measures to be taken to minimise the risks of harm to children's welfare
- All appropriate actions to be taken to address concerns about the welfare of a child, or children working to agreed local policies and procedures in full partnership with other local agencies
- All persons working at this School to be made aware of this policy

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<sup>1</sup> In KCSIE 2018 'children' is confirmed to mean everyone under the age of 18

<sup>2</sup> 'Child protection' generally refers to the protection of children who are suffering or likely to suffer significant harm

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness of safeguarding and to build confidence and skills
- Work closely with parent/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability in accordance with the guidance given in KCSIE and the Education (Independent School Standards) Regulations 2014 (Independent School Standards Regulations)
- Be aware that one pupil may suffer abuse inflicted by another pupil or a group of pupils – including child on child sexual violence and sexual harassment. In such cases of peer-on-peer abuse the same reporting procedures will be adhered to as when dealing with any other allegation of abuse and all appropriate action will be taken to ensure the safety and welfare of all pupils involved (including the pupil accused of abuse) with the advice of children's social care.

### **Definition of Early Help and Child in Need**

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All staff should be prepared to identify children who may benefit from Early Help<sup>3</sup> and to support other agencies and professionals in conducting an early help assessment. In the first instance staff should discuss Early Help requirements with the DSL.

A Child in Need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

In situations where a child has not suffered significant harm and is not at risk of suffering significant harm, but risk factors are present or the child is in need of support from one or more agencies, the DSL and other senior staff will advise on Early Help and preventative work that can be done within School. An agreed member of staff will talk to the child's parents/carers, sharing the School's concern about the child's vulnerability and discussing how the family and school can work together to reduce the risk. See **What to do if you have concerns about a child (as opposed to a child being in immediate danger) in Section B Procedures** for details of the actions taken in this situation.

### **Designated Safeguarding Lead**

Mr Rupert Heathcote (Second Master) is the Designated Safeguarding Lead (DSL). He takes lead responsibility for all safeguarding and child protection matters. He has been fully trained for the demands of this role. He is part of the Senior Leadership Team and has the necessary status and authority to carry out the role and is given the time, funding, training, resources and support to enable him to support other staff on safeguarding matters, contribute to inter-agency meetings and to the assessment of children.

He attends termly courses with other child support agencies to ensure that he remains conversant with best practice and undergoes full refresher training every two years. He has completed his WRAP 3 (Workshop Raising Awareness of Prevent) training and the recommended Channel online course. This will also be kept updated. He maintains close links with the BSCB and reports at least once a term to the Liaison Governor for Safeguarding.

His Deputies are Ms Deborah McMillan and Mr Henry Coverdale who have also undergone a full training course and attend refresher training every two years.

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<sup>3</sup> Circumstances where a child may benefit from early help are detailed in KCSIE Part 1  
RD Heathcote September 2018 v1.0

The Deputy DSLs carry out the activities of the DSL in the DSL's absence. Whilst the activities of the DSL can be delegated to the Deputy DSL, the ultimate lead responsibility for safeguarding and child protection remains with the DSL.

The DSL and / or Deputy DSL are always available during School hours and via email and / or mobile phone outside these hours. The DSL and Deputy DSLs are most likely to have a complete safeguarding picture and are the most appropriate people to advise on a response to safeguarding concerns.

The areas of responsibility for the DSL are detailed in KCSIE Part two and Annex B and summarised below:

#### *Managing referrals*

- Refer (and support other staff who refer) all cases of suspected abuse or neglect to the BSCB and the LADO team (for concerns which involve a staff member), Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child), Channel (where there is a concern about radicalisation); and / or Police (cases where a crime may have been committed).

#### *Work with others*

- Liaise with the Chief Master to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise closely with case managers and LADO team as required.
- Act as a source of support, advice and expertise to staff on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### *Undertake Training*

The DSL and Deputy DSLs undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every 2 years. In addition, the DSL and Deputy DSLs should undertake regular (at least annually) refresher training of skills and knowledge by way of e-bulletins, meeting other DSLs, attending courses and update sessions provided by the Local Authority so they:

- Understand the assessment process for providing Early Help and intervention (RHRT thresholds, or other LSCB guidance as appropriate)
- Have a working knowledge of how local authorities conduct child protection case conferences and be able to attend and contribute to these effectively when required to do so.
- Ensure all staff understand the School's safeguarding policy and procedures
- Be alert to the specific needs of children in need, those with special educational needs (SEN), disabilities and young carers
- Understand the unique risks associated with online safety and have the relevant knowledge to keep children safe whilst online at school. This includes the additional risks faced by children with SEND
- Understand the requirements of the Prevent duty and support staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

#### *Raise Awareness*

- The DSL should ensure the School's Safeguarding policy is known and used appropriately

- Ensure the School's Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the ISGB regarding this.
- Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with BSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

### *Child protection files*

Pre-September 2017, the School's records on safeguarding were kept locked in the DSL's office, and were separated from routine pupil records. Access was restricted to the DSL, his Deputies and the Chief Master. These records included:

- Incident book (hard bound, containing consecutive numbers of report forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSL receiving the report.)
- A note placed in the pupil's main School file advising that further records are held by the DSL.

Post-September 2017, the DSL will ensure incident reports and a clear chronology is maintained in CPOMS.

Where children leave the School the DSL ensures that any safeguarding information is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. In addition to the formal transfer of safeguarding information, the DSL will consider if it is appropriate to share additional information with the new school or college to allow a new school to continue to support a child as appropriate.

### **Governor oversight**

Jog Hundle is the Liaison Governor for Safeguarding issues. The Liaison Governor for Safeguarding takes leadership responsibility for the School's safeguarding arrangements.

The Governors formally consider safeguarding issues once a year including a review of this policy and its procedures including good cooperation with local agencies and review the efficiency and effectiveness with which the related duties have been carried out (see also **Review** section in **Procedures**).

The Governors 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's safeguarding arrangements take into account the procedures and practice of the BSCB, including understanding and reflecting local protocols for assessment and the referral threshold document; and
- The School contributes to inter-agency working, including providing a co-ordinated offer of Early Help when additional needs of children are identified and support to children subject to child protection plans.

The Governors have appointed the DSL as the senior member of staff from the School's leadership team to take lead responsibility for safeguarding and child protection.

### **Training**

All training will be carried out in accordance with the BSCB procedures.

All staff (including part timers, temporary, visiting and contracting staff and volunteers) receive an induction on arrival, and regular training that includes:

- The Safeguarding policy (including the safeguarding response to children who go missing from education)
- The Staff Code of Conduct including the Whistleblowing policy
- The role, identity and contact details of the DSL and the Deputy DSLs
- The Behaviour and Discipline policy
- Part 1 of KCSIE (and, where appropriate, Annex A)

All members of staff sign to confirm they have read and understood the above. They also complete short online test to promote their understanding of the above.

All staff receive formal safeguarding training – including WRAP - at intervals of no more than two years which includes guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition, termly updates (as a minimum) are provided as required via staff meetings and online. Safeguarding training is also given to new Governors and volunteers. Records of training are kept by the DSL.

Training will include details of the process for making referrals to children's social care, the Early Help process and the importance of sharing information and liaising closely with the DSL. Key staff will undertake more specialist child protection and safeguarding training as agreed by the Risk and Compliance Committee and ISGB, in accordance with the BSCB guidance. For example, the SLT and pastoral leads in the School complete the DfE recommended online [Channel training](#).

All staff are encouraged to contribute to and shape safeguarding arrangements. A committee of staff meet annually to discuss safeguarding arrangements in the School.

Staff training is also provided in e-safety and drugs awareness. Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep 'looked after' children safe.

The Liaison Governor for Safeguarding and the Chair of ISGB will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

### *eSafety training*

This section should be read alongside the School's eSafety policy.

The School understands that children must be safeguarded from potentially harmful and inappropriate material online. Technology often provides the platform that facilitates harm.

The School aims to protect and educate the whole School community in their use of technology and to establish mechanisms to identify, intervene and escalate any incident as appropriate.

To this end, the School has a whole school approach to online safety does all it reasonably can to minimise the risks of children's exposure to harmful material through the School's IT system. As part of this we ensure that we have appropriate filtering and monitoring systems in place – maintaining a balance between keeping children safe and avoiding 'over blocking'.

We have a clear policy on mobile technology, which includes the management of the children's access to the internet via 3G and 4G technology.

Staff and children have a comprehensive programme of online safety training – including as part of staff induction.

### *Interaction with Pupils*

New members of staff, Governors and volunteers are given copies of the School's Staff Code of Conduct which includes the policy on interaction with pupils, acceptable use of technologies and use of social media and use of reasonable force. Discussion of the procedures set out in that document forms a vital part of our induction procedures. The DSL should always be informed if a member of staff has any concerns.

### **Raising Awareness with Pupils**

The School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in Assemblies, PSE and Form Tutor time for discussion of safeguarding and child abuse (including peer-on-peer abuse) and in developing in pupils the confidence which they require to recognise abuse and to stay safe – including online.

The School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of pupils for the responsibilities of adult life and citizenship. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened or if they are worried about a friend.

All pupils know that there are adults to whom they can turn to if they are worried, including their Form Tutor, the Heads of Year, the DSLs and specific staff who have been trained in counselling. They are named in the term directory where boys can also find guidance on where to turn for advice, including confidential help lines for external specialists e.g. [ChildLine](#), [CEOP](#), [Youthspace](#).

Systems are also in place for children to express their views and give feedback on safeguarding matter – be it through School Council, or informal channels.

Counsellors from [Open Door Youth Counselling Service](#) are employed by the School and appointments are arranged via the Deputy Head.

The School also offers a full mental health support service comprising a mental health nurse and access to a child and adolescent psychiatrist. Appointments are also arranged via the Deputy Head.

### **Safer Employment Practices**

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children including those checks required under the Independent School Standards Regulations. See the School's separate Safer Recruitment Policy for details of the School's procedures. The Chief Master, and other members of the SLT have completed courses in Safer Recruitment.

If the School ceases to use the services of a person (which includes employees, governors, contractors and volunteers) because they are unsuitable to work with children, or if a person tenders his or her resignation or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person (which will still be investigated in full by the School), a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Department of Education should be made. Advice

about whether an allegation against a teacher is sufficiently serious to refer to the Department of Education can be found in the DfE guidance Teacher misconduct: the prohibition of teachers (October 2015). Further guidance is found in Part three and four of KCSIE.

When boys are involved in off-site activities, assurance will be obtained that appropriate safeguarding checks and procedures are applied to any staff employed by the contracted organisation. See Visits / Trips out of School policy for further information.

### **Inter-agency working**

The School is committed to working with social care, the police, health services and other services to promote the welfare of children and protect them from harm<sup>4</sup>. This includes providing a coordinated offer of Early Help and contributing to the inter-agency plans for supporting children subject to child protection plans

The School recognises the importance of information sharing and understands that the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) is not a barrier to this. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

### **Use of 'reasonable force' in school**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom<sup>5</sup>.

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

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

They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

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

### **Visitors and Volunteers**

A summary of the School's procedures will be distributed to all visitors at Reception on the reverse of the visitor's badge. Visitors' attention is drawn to this information.

The School actively encourages the use of visiting speakers to enrich the experiences of pupils and staff and

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<sup>4</sup> We recognise new system of multi-agency arrangements and local and national child safeguarding practice reviews are in the process of being established and details will be published by 29 June 2019. We understand that the three new safeguarding partners ((the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will set out how they will work with schools. We will work with and supply information as requested by these partners

<sup>5</sup> Departmental advice for schools is available [here](#)



to stimulate debate. However, staff must ensure that visiting speakers are suitable and appropriately supervised in accordance with the No Platform Policy. In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

### **Parents, guardians and carers**

Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership with BSCB and / or the Police. It will be made clear that this is a legal obligation and not a School decision.

A copy of this policy is available on the School website and a hard copy is available on request.

## **Information on specific safeguarding concerns**

The School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

The staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.

The School works with and engages our families and communities to talk about such issues.

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

The DSLs know where to seek and get advice as necessary and are aware of the need for contextual safeguarding (consideration of the wider environmental factors which are present in a child's life).

The School brings in experts and uses specialist material to support the work we do.

## ***Abuse and neglect***

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Part one of KCSIE defines four types of child abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

We recognise that staff of the School will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly "put down," insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

This list does not cover every child abuse possibility. Other things in the child's behaviour or circumstances may cause concern.

Abuse is always wrong and it is never the child's fault.

The child protection and safeguarding training provided to staff considers the types and signs of abuse staff should be aware of.

## *Symptoms*

Some of the signs and behaviours which may indicate that a child is being abused are:

- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour
- A 'watchful attitude'
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home, or is kept away from school for no apparent reason
- Does not trust adults, particularly those who are close
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

See Appendix 1 and Annex A of KCSIE for further information about the types and signs of abuse. These signs are not evidence in themselves but may be a warning, particularly if a child exhibits several of them or a pattern emerges.

### ***Children with Special Educational Needs (SEN) and Disabilities***

Staff are aware that children with special educational needs and disabilities can face additional safeguarding challenges. They are aware of all pupils in school with SEN and disabilities and know that additional barriers can exist when recognising abuse and neglect in this group of children, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers to identify whether action is required.

### ***Looked-After Children (children in care)***

The Chief Master will appoint a designated member of staff to promote the educational achievement of any pupil who is 'Looked After'. The School will ensure that this member of staff is suitably trained and supported and has access to all relevant information about the care arrangements and support structure for the boy.

It is acknowledged that a previously looked after child remains vulnerable and prompt action may be required

to safeguard these children who can be particularly vulnerable.

### ***Missing Children***

All staff are informed of the procedure to be used for searching for, and if necessary, reporting, any pupil found to be missing from School during the School day. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. The School is aware that a pupil going missing from an educational setting is a potential indicator of abuse or neglect.

Please see the School's separate Missing Pupil Policy for further details. Children missing from education (i.e. more than 10 consecutive days unauthorised absence from School) is a distinct issue.

### ***Children who go missing from education***

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

This is a complex issue and detail of updated procedures are given in KCSIE Annex A.

The School must notify the applicable local authority of any pupil who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 days or more at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

The School must also notify the applicable local authority of any pupil who is going to be added or from the admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration)(England) Regulations 2006 as amended.

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his welfare.

The government's [missing children and adults strategy](#) and the DfE's [children missing education](#) guidance provide useful information when considering children who go missing from education.

Where reasonably possible we hold more than one emergency contact number for each child in order to give additional options to make contact with a responsible adult when a concern is raised.

### ***Children who are vulnerable to child sexual exploitation (CSE)***

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

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Further information on CSE is available in Annex A of KCSIE and [here](#).

### ***'Honour based' violence***

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL.

Further information is available in Annex A of KCSIE.

### *Female genital mutilation*

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools).

Despite the context being a boys' School, all staff should report concerns regarding FGM to the DSL. If a **teacher**, in the course of their work, discovers that an act of FGM appears to have been carried out on a child, the teacher **must** report this to the police. Failure to report such cases will result in disciplinary sanctions.

If a teacher at the School has reason to suspect that an act of FGM has been carried out s/he will most often discuss the situation with the DSL, who will follow the school's normal safeguarding procedures and may consult children's social care before a decision is made as to whether the legal reporting duty applies.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.

Guidance published by the [Department for Health](#) also provides useful information and support for health professionals which will be taken into account by the School's medical staff. More information on the mandatory reporting duty of FGM can be found [here](#).

### *Forced marriage*

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

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Staff should speak to the DSL if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

### ***Sexual violence and sexual harassment between children<sup>6</sup>***

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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<sup>6</sup> See KCSIE Part 5 for further information  
RD Heathcote September 2018 v1.0

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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.

In suspected cases of sexual violence and sexual harassment between children decisions will be made on a case by-case basis. The guidance in KCSIE Part 5 will be followed closely – particularly the guidance on how to respond to and manage a report of this nature. Further advice would be sought as appropriate.

The school will utilise the Children who Pose a Risk to Children school safety plan produced by the local authority if required.

### ***Children who are vulnerable to radicalisation***

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

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 – particularly online. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. We ensure pupils are safe from terrorist and extremist materials when accessing the internet on school devices and that suitable filtering is in place.

### ***Risk reduction***

The School governors, the Chief Master 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 RS curriculum, SEND policy, Assembly policy, the use of school premises by external agencies, Anti-bullying policy and other issues specific to the School's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual S175 return that is monitored by the local authority and the BSCB.

## *Response*

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

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

More information on these factors is in Appendix 3.

The School 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 SPOC for the School is Rupert Heathcote (DSL). The responsibilities of the SPOC are described in Appendix 4.

Staff of the School will be alert to changes in a child’s behaviour or attitude which could indicate that they are in need of help or protection.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. The potential issue will be considered carefully before any action. Any action taken will be proportional, but could ultimately include referral to the Channel programme.

Engagement with families is important as they are in a key position to spot signs of radicalisation. Families who raise concerns will be supported. Concerns raised by the School will be discussed with parents unless doing so would put the child at risk.

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

## *Channel*

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. In Birmingham, the Channel programme 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.

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

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel. The SPOC will lead in liaising with Channel should it be necessary.

Further guidance about duties relating to the risk of radicalisation is available in Annex A of KCSIE and in the RD Heathcote September 2018 v1.0

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

***Additional safeguarding concerns***

Safeguarding includes a further wide range of issues. See Appendix 2 for links to more details on issues such as bullying, drug taking and mental health.



## Section B - Procedures for Staff

**Important note:** Procedures detailed below assumes the child in question has a home address within the area covered by Birmingham Children's Services. If the child in question lives outside this area then the appropriate LSCB should be consulted and their procedures referred to.

### What we do when we are concerned about any safeguarding issue - overview

See Appendix 5 and 6 for flow diagram of procedures.

If staff have any concerns about a child's welfare they should act on them immediately.

Where risk factors are present but there is no evidence of a significant risk then the DSL advises on Early Help and preventative work that can be done within School to engage the pupil into mainstream activities and social groups. The DSL may be the person who talks to and has conversations with the pupil's family, sharing the School's concern about the young person's vulnerability and how the family and School can work together to reduce the risk.

In this situation, the School will utilise the Right Help Right Time model (RHRT) and frameworks such as Signs of Safety and Wellbeing (or the appropriate LSCB thresholds / frameworks) to consider the needs of the family and in discussion with the parent and the child (as far as possible) the DSL may decide to:

- Monitor the situation in school after taking appropriate action to address the concerns.
- Undertake an Early Help assessment to try to meet the needs of the child and family through a multi-agency approach.
- Seek advice from the Children's Advice and Support Service (CASS) so that a strategic overview can be maintained and any themes or common factors can be recognised.
- Notify Children's Social Care via a referral to the Multi-Agency Safeguarding Hub (MASH).

If the concerns about the pupil are deemed 'Complex and Significant' meeting the criteria within RHRT (or equivalent from other LSCBs), advice will be sought from CASS with a view to a potential referral to MASH (or equivalent from other LSCBs). This includes concerns about a child who is affected by the behaviour of a parent or other adult in their household.

### Dealing with and recording a concern or disclosure

See Appendix 5 and 6 for flow diagram of procedures.

If you speak with a child about a concern or a child makes a disclosure to you it is important you know how to respond in order that you are able to support the child.

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.

- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.
- Notify the DSL or Deputy DSLs and pass on any notes as soon as possible – often via CPOMS
- Staff should not attempt to investigate the incident further without advice from the DSL

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

Having been notified of a concern, the DSL will collate the notes on CPOMS and organise as required

An appropriate level of confidentiality is clearly important when dealing with safeguarding concerns. The Chief Master or DSL will disclose any information about a pupil to other members of staff on a need to know basis only (subject to the advice of the LADO team in relation to allegations against a member of staff or volunteer).

### **What to do if you have concerns about a child (as opposed to a child being in immediate danger)**

See Appendix 5 and 6 for flow diagram of procedures.

- Where possible, discuss with DSL – although any member of staff can make a referral to children's social care (BSCB – contact details on front cover of this policy). See below for details on making a referral. If a staff member does make a direct referral, the DSL should be informed at the earliest opportunity and will then take the lead in managing external agencies and liaising with other staff as appropriate
- A referral to BSCB is not always appropriate, however if uncertain contact them and ask for advice
- Referrals to other services and Early Help can be made in accordance to the thresholds set in the BSCB Right Help Right Time document, and the DSL will advise on these measures liaising with other agencies as appropriate
- Following referral, if the child's situation does not appear to be improving, the DSL or staff member with concerns should press for re-consideration to ensure the child's situation improves
- Each case should be kept under review and an initial referral to Early Help does not prevent a further referral to children's services if the child's situation does not improve
- If the concern is regarding Female Genital Mutilation, please seek advice from the DSL as this may require personal reporting to the police by the teacher concerned (see **Female genital mutilation**)

### **What to do if a child is in immediate danger or at risk of harm**

See Appendix 5 and 6 for flow diagram of procedures.

- If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care (BSCB – contact details on front cover of this policy) and/or the police immediately. Anyone can make a referral. See below for details on making a referral.
- Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, and will then take the lead in managing external agencies - liaising with other staff as appropriate

## **Making a referral**

The relevant contact information is set out on page 1. If the referral is made by telephone, this should be followed up in writing using the relevant online forms.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

The DSL will update the incident on CPOMS, noting the action taken, and catalogue this.

If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the school will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

## **What to do if there is an allegation against a member of staff**

The School's procedures for dealing with allegations against staff and volunteers will follow Part four of KCSIE.

Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. See also the School's separate Whistleblowing Policy.

The School's procedures for dealing with allegations made against staff will be used where the member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children

All such allegations must be dealt with as a priority without delay. The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria. Advice from the LADO team will be sought in borderline cases.

Any allegations not meeting this criteria will be dealt with in accordance with the [BSCB procedures](#).

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

The reporting requirements for allegations against a teacher, the Chief Master, Governor, volunteer or other member of staff are set out below.

## ***Reporting an allegation against staff (including visitors or volunteers) or governors***

### *Allegation against staff (including visitors or volunteers)*

- All child protection allegations relating to staff (including the DSL) must be reported directly to the Chief Master without informing the subject of the concern / allegation.
- In the Chief Master's absence, the Liaison Governor for Safeguarding should be informed.

- The Chief Master / Liaison Governor for Safeguarding will immediately (within one working day) inform the Designated Officer (LADO) team of the allegation.
- No investigations of the allegations will be undertaken without prior consultation with the LADO team and, in the most serious cases, the police.

#### *Allegation against Chief Master*

- Any complaint or concern of a child protection nature relating to the Chief Master must be passed in confidence to the Chair of ISGB without first notifying the Chief Master.
- In the absence of the Chair of ISGB, the Liaison Governor for Safeguarding should be informed.
- The Chair of ISGB / Liaison Governor for Safeguarding will immediately inform the LADO team before further action is taken.

#### *Allegation against a governor (other than the Chair of ISGB)*

- Where an allegation is made against any Governor other than the Chair of ISGB, the matter should be reported immediately to the Chair of ISGB or the Liaison Governor for Safeguarding.
- The allegation will be discussed immediately with the LADO team before further action is taken.
- Where appropriate, the Chair of ISGB will consult the Liaison Governor for Safeguarding, and vice versa.

#### *Allegation against Chair of ISGB*

- Where an allegation is made against the Chair of ISGB, the matter should be reported immediately to the Liaison Governor for Safeguarding
- The allegation will be discussed immediately with the LADO team before further action is taken.

If it is not possible to report to the Chief Master or Chair of ISGB or Liaison Governor for Safeguarding in the circumstances set out above, a report should be made immediately to the LADO (contact details on front cover).

#### *Action by the School*

The parents of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the police, Children's Services, or by any disciplinary process. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of KCSIE and the School's employment procedures.

#### *Malicious allegations*

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Chief Master will consider whether to take disciplinary action in accordance with the School's Behaviour and Discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Chief Master will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the School policy/guidance in respect to safe conduct (see the Staff Code of Conduct).

### *Records*

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious<sup>7</sup> will also not be included in any reference.

The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.<sup>8</sup>

### **Allegations of abuse and instances of abuse by one or more pupils against another**

The School's Behaviour and Discipline policy and Anti-bullying Policy makes clear the expectations on pupils of acceptable behaviour towards other pupils. The risk of peer-on-peer abuse is also minimised by raising the awareness of the issue through PSHE, assemblies and discussion,

Where a pupil (or member of staff or a volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be or could be a form of abuse (this could be physical abuse, sexting, initiation type rituals and sexual violence and sexual harassment<sup>9</sup>), the allegation must be reported to the DSL. He will take advice from the appropriate authorities in putting in place the measures necessary to safeguard all pupils involved, whether victim or perpetrator; this may involve external agencies.

The School is clear that behaviour which meets the criteria of abuse will be treated as such – regardless of whether the perpetrator is a child. We never consider abuse as 'banter' or 'part of growing up'.

The School also acknowledges the different gender issues associated with peer on peer abuse and liaise closely with King Edward's VI High School for Girls (KEHS) and other schools appropriately. Appropriate support will be provided to all pupils involved, including support from external services as necessary

### *Sexual violence and sexual harassment between children<sup>10</sup>*

Reports of sexual violence and sexual harassment are likely to be complex. The school will deal with reports of this nature on a case by case basis with the DSL taking the lead in the response.

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<sup>7</sup> See KCSIE Part 4 for definitions of these terms

<sup>8</sup> In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

<sup>9</sup> See Section A of this policy and KCSIE Part 5

<sup>10</sup> See KCSIE Part 5 for further information

Responding to and managing such reports correctly is important, and detailed guidance is available in KCSIE Part 5<sup>11</sup>. Key points include:

- A disclosure could be made to any member of staff
- Listen without being judgemental
- All victims are reassured that they are being taken seriously and that they will be supported and kept safe
- Confidentiality cannot be promised, but reports are only shared with those people necessary in order to progress it. The victim will be informed what the next steps are.
- Inform the DSL as soon as possible

Following a report, the DSL should make an immediate risk and needs assessment considering the victim, the alleged perpetrator and other children and staff. The DSL should also liaise with the authorities (including the police) as appropriate. KCSIE Part 5 should be consulted for guidance on the ongoing management of the situation.

The School acknowledges the wide reaching issue of 'sexting', and the strategies for dealing with this are detailed in the School's e-Safety policy. This is covered in detail as part of the eSafety education of the pupils.

### **Supporting staff following a disclosure**

We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### **Review**

Any major safeguarding incidents will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO team will be asked to assist in this review to determine whether any improvements can be made to the School's procedures.

The DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.

The full ISGB will undertake an annual review of this policy and the School's safeguarding procedures. The full ISGB will receive annually a report on:

- Developments in safeguarding policy and procedures
- Training undertaken by the DSL, other staff and the ISGB
- Referral information
- Issues and themes and how they were handled
- The contribution the School has made to multi-agency working in individual cases or local discussions on safeguarding issues.

The full ISGB should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO team.

The full ISGB will review the report, this policy and the implementation of its procedures and consider the

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<sup>11</sup> Further guidance is available in [Sexual violence and sexual harassment between children in schools and colleges](#)

proposed amendments to the Policy before giving the revised policy its final approval. Detailed minutes recording the review by the ISGB will be made.

Close links are maintained with KEHS and termly meetings are held with the Liaison Governor for Safeguarding and the KEHS DSL to discuss matters relating to safeguarding and child protection and to share good practice.

### **What to do if you have a concern about safeguarding practices in the School**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime and that concerns will be taken seriously by the Senior Leadership Team.

The Whistle Blowing policy should be consulted for more details

Where a staff member feels unable to raise an issue with the School, or feels that their concerns are not being addressed, other whistleblowing channels are open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Appendix 1

### Types and signs of abuse and neglect

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

#### Types of abuse

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

**Physical abuse:** a form of abuse which 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.

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

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

#### ***Child sexual exploitation (CSE)***

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

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Further information on CSE is available in Annex A of KCSIE and [here](#).



**Neglect:** 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.

**Radicalisation:** the School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. See Appendices 3 and 4 of this policy.

## **Signs of abuse**

### **Signs of Physical Abuse**

Physical abuse may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or caregiver feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. Signs of physical abuse include:

- Unexplained bruising, marks or injuries on any part of the body
- Black eyes without bruising to the forehead
- Multiple bruises in clusters, often on the upper arm, outside of thigh
- Cigarette type burns anywhere, patterned burns (irons), rope burns. Contact burns in abnormal sites. Scalds, with upward splash marks.
- Lacerations to the body or mouth
- Multiple fractures. Evidence of old fractures.
- Fading injuries noticeable after an absence from school
- Seems frightened of parents, does not want to return home at the end of the day
- Shrinks markedly (backs away) at the approach of adults
- Suffers from frozen watchfulness
- Constantly asks in words/actions what will happen next

### **Signs of Sexual Abuse**

Signs of sexual abuse displayed by children include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

## Signs of Emotional Abuse

Signs of emotional abuse displayed by children include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Self-harm, for instance by scratching or cutting
- Inappropriately adult or infantile behaviour
- Running away from home
- High levels of anxiety, unhappiness or withdrawal

## Signs of Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. Signs of neglect include:

- Frequent absenteeism from school
- Begging or stealing money or food
- Lacking medical or dental care, immunizations or glasses
- Lacking appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes
- Clothes that are consistently dirty
- Teeth are dirty, hair quality is poor and contains infestations
- Hands are cold, red and swollen
- The parent or adult caregiver has failed to protect a child from physical harm or danger

The Parent or Other Adult Caregiver:

- Denies existence of or blames the child for the child's problems at home or at school
- Sees and describes the child as entirely worthless, burdensome or in another negative light
- Unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not
- Offers conflicting or unconvincing explanation of any injuries to the child
- Appears indifferent to or overtly rejects the child
- Refuses offers of help for the child's problems
- Isolated physically/emotionally

The LSCB can provide advice on the signs of abuse and the DfE advice: *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

## Appendix 2

### Specific safeguarding issues

All staff should have an awareness of the broader safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), sexual violence and sexual harassment<sup>12</sup>, and sexting. Staff should be clear as to the School's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. KCSIE Annex A contains detailed guidance on specific forms of abuse and safeguarding issues. In addition, staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

[Bullying including cyberbullying](#)

[Children missing education – and Annex A of KCSIE](#)

[Child missing from home or care](#)

[Child sexual exploitation \(CSE\) – and Annex A of KCSIE](#)

[Domestic violence – and Annex A of KCSIE](#)

[Drugs](#)

[Fabricated or induced illness](#)

[Faith abuse](#)

[Female genital mutilation \(FGM\) – and Annex A of KCSIE](#)

[Forced marriage- and Annex A of KCSIE](#)

[Gangs and youth violence](#)

[Gender-based violence/violence against women and girls \(VAWG\)](#)

[Hate](#)

[Mental health](#)

[Missing children and adults strategy](#)

[Private fostering](#)

[Preventing radicalisation – and Annex A of KCSIE](#)

[Relationship abuse](#)

[Trafficking](#)

Detailed guidance on children in specific circumstances is also provided in the [West Midlands Safeguarding Children procedures](#)

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<sup>12</sup> See KCSIE Part 5

## Appendix 3

### Indicators of vulnerability to radicalisation

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

2. Extremism is defined by the Government in the Prevent Strategy as:

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

3. Extremism is defined by the Crown Prosecution Service as:

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

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

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

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

6. Indicators of vulnerability include:

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

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

8. More critical risk factors could include:

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

## Appendix 4

### Preventing violent extremism – roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for the School is Rupert Heathcote (Deputy Head), who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RS 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 pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

# Appendix 5

## Key procedures following concerns about a child

This is taken from the BSCB 'model' Safeguarding Policy (August 2018). It illustrates the emphasis on Early Help when initially dealing with safeguarding concerns. This is the BSCB model. Other LSCB procedures may differ slightly. We would follow School specific procedures within these steps.

### THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

**STEP ONE – ADDITIONAL INFORMATION**  
 -RRRT (form-ely RRRT): <http://www.lscbbirmingham.org.uk/index.php/delivering-effective-support>  
 -Behaviours that may indicate vulnerability  
 This document is to be used alongside RRRT as an education-focused supplementary guide to identifying children/young people with unmet safeguarding needs.  
<https://www.birmingham.gov.uk/schoolsafeguarding> -Early Help Tab—Behaviours that may indicate vulnerability documents  
 -For additional guidance:  
<https://www.birmingham.gov.uk/schoolsafeguarding>

**STEP ONE - IDENTIFICATION**

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

**STEP TWO – CHILD'S VOICE**

Enable the child's voice by evidencing their lived experience

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

No additional consent required

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

**STEP TWO – ADDITIONAL INFORMATION**  
 -For children and young people with additional learning needs support should be gained from the professional trained in specialist communication within the school setting e.g. specialist Teaching Assistant / SENCO  
 -For information on using Signs of Safety and Wellbeing (SoSW) practice:  
<http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>  
 -For Training on the SoSW practice framework:  
<https://www.birmingham.education.supportservices.co.uk/AboutUs>  
 -For additional guidance:  
<https://www.birmingham.gov.uk/schoolsafeguarding>

STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN	
School led	Local authority led
Option C	Option D
Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA)	Request Think Family or Social Care support using the Request for Support form (RS)
Register paperwork with the Early Help Support Team (303 8117)	Seek telephone advice from CASS as appropriate (303 1888)
Early Help Assessment (EHA) & Our Family Plan (OFP)	Request for Support form (RS)
Consent Required	Consent required except when safety may be at risk

**STEP THREE – ADDITIONAL INFORMATION**  
**SCHOOL-FOCUSED (Option A & B)**  
 -Guidance on completing the EH conversation log and information on using SoSW practice:  
<http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>  
 -For Training on the practice framework:  
<http://www.birmingham.education.supportservices.co.uk/AboutUs>  
 -For additional guidance:  
<https://www.birmingham.gov.uk/schoolsafeguarding>  
**MULTIAGENCY**  
**Option C**  
 -Previously completed 3 houses, 3 columns, EH conversation log or any relevant assessment can be attached to the EHA to avoid duplicating information  
 -Early Help Assessment process:  
<http://www.lscbbirmingham.org.uk/index.php/early-help>  
 -For guidance on when to do an EHA:  
[https://www.birmingham.gov.uk/downloads/download/771/light\\_service\\_right\\_time](https://www.birmingham.gov.uk/downloads/download/771/light_service_right_time)  
 -Early Help Panels:  
<http://www.lscbbirmingham.org.uk/index.php/early-help/early-help-panels>  
**Option D**  
 -Previously completed Early Help paperwork can be attached to the RS form to avoid duplication of information  
**CASS Education Officers**  
 303 0334/ 303 0485/ 303 4392  
 Birmingham Children Safeguarding Board  
**Guidance:**  
<http://www.lscbbirmingham.org.uk/index.php/safeguarding-concerns>  
 -Where there are OSE or extreme concerns complete additional screening tools. For consent to be shared with police – use fb form  
<http://www.lscbbirmingham.org.uk/index.php/cas>

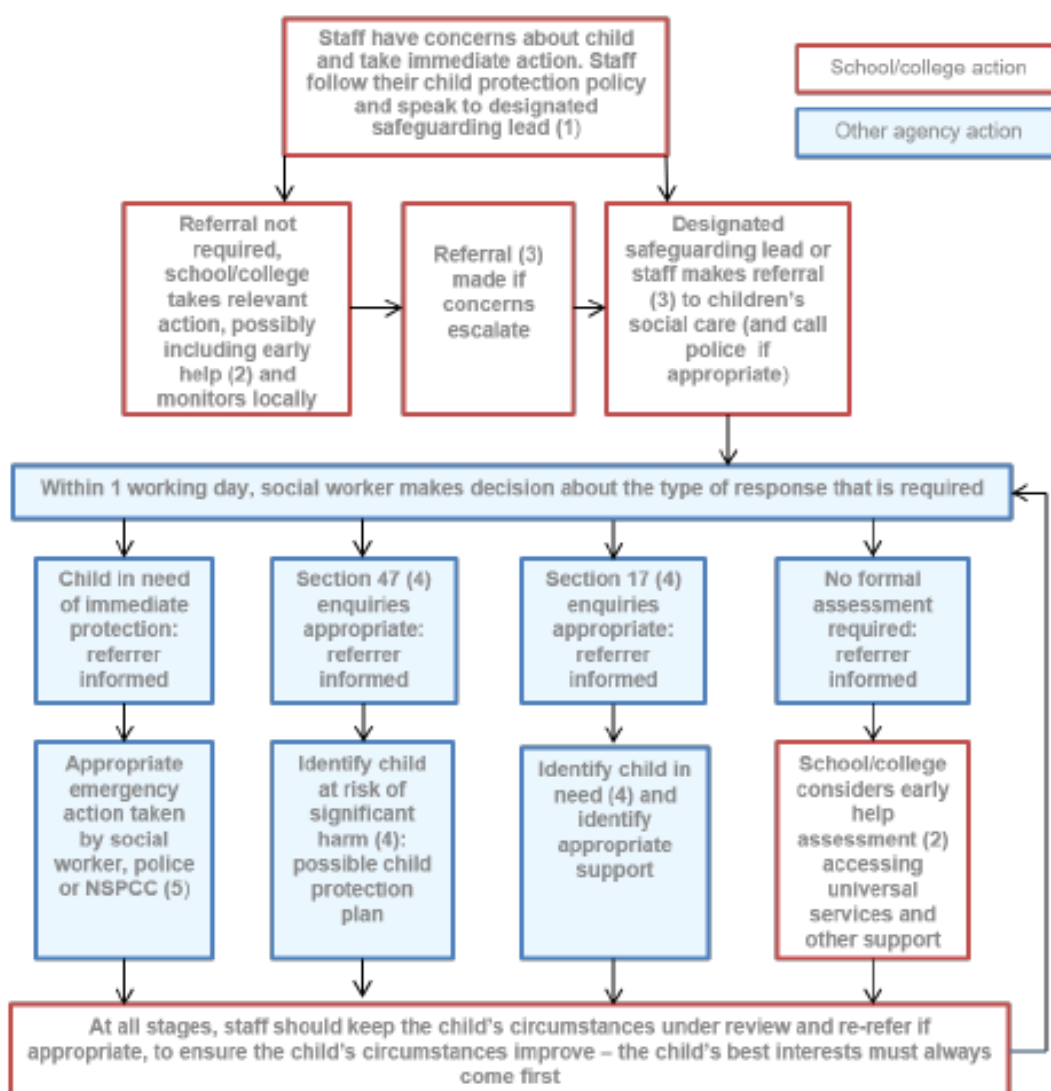


## Appendix 6

### Concerns about a child (KCSIE September 2018)

This is taken from KCSIE (September 2018) and gives further details of procedures followed by other agencies when a concern is raised.

#### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



## Version control

	<b>Note</b>
0.1	Updated August 2018 to reflect KCSIE 2018
0.2	Updated September 2018 to reflect KCSIE 2018 – final version
1.0	Published
1.1	Updated Liaison Governor for Safeguarding