Safeguarding & Child Protection Policy September 2021

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Frequency of review	Annual
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Version	3

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Part One: Safeguarding Policy

1.0   Introduction

Whilst the prime focus of Summit Learning Trust is to secure the best educational provision for children and young people, it places the safety and welfare of our pupils and students at the heart of the Trust's culture and ethos.

Safeguarding and promoting the welfare of children is defined as

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

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

Please refer to KCSIE Part One
- *Safeguarding information for all staff*
- *What school and college staff should know and do*
- *A child centred and coordinated approach to safeguarding*

This means that our academies are committed to safeguarding and promoting the welfare of all its learners. We believe that:

- *Our children and young people have the right to be protected from harm, abuse and neglect*
- *Our children and young people have the right to experience their optimum mental and physical health*
- *Every child and young person has the right to an education and children and young people need to be safe and to feel safe in their academy*
- *Children and young people need support that matches their individual needs, including those who may have experienced abuse*
- *Our children and young people have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our children and young people should be encouraged to respect each other's values and support each other*
- *Our children and young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our academies 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 academies will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours*

All staff and visitors have an important role to play in safeguarding children and young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

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

- **Working Together to Safeguard Children (DfE)**

- **Keeping Children Safe in Education**
- **West Midlands Safeguarding Children Procedures**

- **The Education Act 2002** *S175*

- **General Data Protection Legislation (2018)**

- **Mental Health & Behaviour in Schools**

- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**

- **Birmingham Safeguarding Children Partnership threshold guidance Right Help Right Time**

- **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**

- **Birmingham RSE Primary Offer**

- **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 Education**

Each academy has a named person who takes the lead in the following areas:

- Data Protection officer

- Rights Respecting link **(primary and secondary academies only)**

- Lead for Mental Health

- Safeguarding governor

- Operation Encompass Key Adult

2.0 Overall aims

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

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

This means that in our academies we will:

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

Our policy extends to any establishment our academies commission to deliver education to our children and young people on our behalf including alternative provision settings.

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

3.0   Guiding Principles

These are the seven 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 <u>early</u> as possible
- Understand the child's lived experience
- Work <u>collaboratively</u> to improve children's life experience
- Be <u>open</u>, honest and transparent with families in our approach
- <u>Empower</u> families by working with them
- Work in a way that builds on families' <u>strengths</u>
- Build <u>resilience</u> in families to overcome difficulties

3.1   In addition the Board has identified the following key safeguarding messages for academies:

- Every child and young person is entitled to a rich and rounded curriculum.
- Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of academy life such as safeguarding.
- When issues arise, the Head Teacher or Principal should speak out, addressing them internally where possible and escalating when this is unsuccessful.

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

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

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

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

4.0 Expectations	This means that in our academies:
All staff and visitors will: • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators) • Record concerns and give the record to the DSL or deputy DSL • Deal with disclosures of abuse from children and young people in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible • Be involved, where appropriate, in the implementation of individual academy-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans. • Raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistleblowing Code.	*All staff will receive annual safeguarding training and update briefings as appropriate.* *Key staff will undertake more specialist safeguarding training as agreed by the governing body.* *In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.* *Our Governors and Trustees 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)	This means the DSL in our academies will be a member of the senior leadership team. In addition to this, each of our academies will have Deputy DSLs.
• The DSL will be a member of the Senior Leadership Team. • Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. • DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns. • Governing bodies and proprietors should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. • Safeguarding and child protection information will be dealt with in a confidential manner. • The DSL will ensure that the academy 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 child and young person: the academy will not keep family files. Files will be kept for at least the period during which the child or young person is attending the academy, and beyond that in line with current data legislation and guidance. • If a child or young person moves from one of our academies, child protection and safeguarding records will be forwarded on to the DSL at the new school or college, 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 establishments may be necessary, especially on transfer from primary to secondary schools.	*This means the DSL in our academies will be a member of the senior leadership team. In addition to this, each of our academies will have Deputy DSLs.* *Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.* *Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child/young person and/or family. A written record will be made of what information has been shared, with whom, and when.* *Because we use CPOMS and store our records electronically we do not hold paper files.* ***We will not disclose to a parent any information held on a child/young person if this would put the child 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 child or young person arrives.*

- All in-year applications and transfers will also be reported to the local authority.

5.1 In addition the following procedures are in place:
- There will be a named DSL(s) on call during academy breaks (half term and end of term school and college holidays)
- If the named DSL(s) during the period of school and college   holidays is not able to be contacted, staff will report to the Designated Officer in Birmingham Children's Trust (LADO)

6.0   Contextual Safeguarding

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

DSLs will consider contextual safeguarding and give due regard to the effectiveness of the academy safeguarding system within the wider system. This will be evidenced in:
- *Informal and formal assessments of need/ risk for the child*
- *Case discussions in DSL supervision sessions*

7.0 Mental Health KCSIE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation. **Mental health support** Additional information has been added to help academies prevent and tackle bullying and support pupils and 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 Schools and colleges may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.	*In our academies this means that:* - *All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation* - *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child or young person 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 academy population, and equipping learners to be resilient so that they can manage the normal stress of life effectively. This will include teaching learners about mental wellbeing through the curriculum and reinforcing this teaching through academy activities and ethos;* - ***Identification:*** *recognising emerging issues as early and accurately as possible;* - ***Early support:*** *helping learners to access evidence based early support and interventions; and* - ***Access to specialist support***: *working effectively with external agencies to provide swift access or referrals to specialist support and treatment*

8.0 The Designated Teacher for Looked After and Previously Looked After Children

- The governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered learners who are looked after.
- Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- Birmingham Children's Trust/Solihull LSCP* has ongoing responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how Birmingham Children's Trust will support the care leaver to participate in education or training.

Promoting the educational outcomes of children and young people with a social worker

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children and young people 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 or young person 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 and young people.

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

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

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

9.0 The Governing Body	*In our academies this means that:*
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 and young people's welfare: • The academies operate "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body) • The Principal and all other staff who work with children and young people undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained • Temporary staff and volunteers are made aware of the academy's arrangements for safeguarding & child protection and their responsibilities • The academies remedy any deficiencies or weaknesses brought to its attention without delay • 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 governor role is strategic rather than operational – they will not be involved in concerns about individual learners.	*All governors must have read part 2 of 'KCSIE'* *Each academy will have a nominated safeguarding and child protection governor.* *This governor will receive safeguarding training relevant to the governance role and this will be updated every two years.* *The governing body will review all policies/procedures that relate to safeguarding and child protection annually.* *A member of the governing body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children's Trust/Solihull LSCP* in the event of allegations of abuse being made against the Principal.* *The Nominated Governor will liaise with the Principal and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.*

10.0 Safer recruitment and selection The academy should follow part 3 of 'Keeping children safe in education' (KCSIE) and pay full regard to 'Safer Recruitment' requirements including but not limited to: • verifying candidates' identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check • any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children and young people. Evidence of these checks must be recorded on the Single Central Record. All recruitment materials will include reference to the academy's commitment to safeguarding and promoting the wellbeing of learners.	*This means that in our academies staff and members of the local governing body will have undertaken Safer Recruitment training.* *One of these will be involved in all staff recruitment processes and sit on the recruitment panel.*
10.1 Induction All staff, especially staff who have been redeployed in response to COVID-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction. **10.2 Staff support** • Regular safeguarding supervision will be offered to the Lead DSL within each academy. • Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the academy. • 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 in academies will cover:* • *The Safeguarding & Child Protection policy* • *The Behaviour Policy* • *The Staff Code of Conduct* • *The safeguarding response to children and young people who go missing from education* • *The role of the DSL (including the identity of the DSL and any deputies)* *Copies of policies and a copy of part one of KCSIE is provided to staff at induction.* *We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.*

11.0 The use of reasonable force

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

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

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

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

Government advice for 'Use of Reasonable Force in Schools' is available **here**.

This means in our academies:

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

We will write individual behaviour plans for our more vulnerable children and young people and agree them 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 pupils and students.

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

12.0 The academy's role in the prevention of abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of each academy, which should ensure that our children and young people:
- are treated with respect and dignity
- are taught to treat each other with respect
- feel safe
- have a voice and are listened to

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

This means that in our academies:

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

We will provide opportunities for children and young people 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 will be inter-linked to ensure a whole academy approach.

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

13.0 What we will do when we are concerned – Early Help response	*This means that in our academies we will: implement **Right Help Right Time***
Where unmet needs have been identified for a child or young person utilising the **Right Help Right Time** (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.	*All staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.*
	Safeguarding leads will assess, plan, do and review plans.
The child/young person's voice must remain paramount within a solution focused practice framework.	*Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.*
For students resident in Birmingham the primary assessment document is the Early Help Assessment (EHA). Appropriate documentation will be used for students residing in other Local Authorities.	*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.*
If a Think Family or social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) in Birmingham or the relevant Multi-Agency Safeguarding Hub (MASH).	
The DSL will then oversee the agreed intervention from the academy as part of the multi-agency safeguarding response and ongoing academy-focused support.	*In our academies although any member of staff can refer a situation to CASS/MASH, it is expected that the majority are passed through the DSL team.*

14.0 Safeguarding children and young people who are vulnerable to radicalisation

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

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

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

This means that in our academies:

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

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

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

14.1 Risk reduction

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

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

The academy will monitor online activity within the academy to ensure that inappropriate sites are not accessed by children and young people or staff.

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

14.2 Channel

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

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

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

We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children and young people 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 each school's safeguarding duty.

All of our academies have a Prevent Single Point of Contact (SPOC).

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

We will use specialist online monitoring software, which in our academies is called Smoothwall.

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

15.0 Pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)	*This means that in our academies we ensure:*
	Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and young people and to find ways to address them together wherever possible.
With effect from October 2015, all academies are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the Police.	
Failure to report such cases will result in disciplinary action.	*All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;* • *Forced marriage* • *FGM* • *Honour based abuse* • *Trafficking* • *Criminal exploitation and gang affiliation*
The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust or other relevant authority before a decision is made as to whether the mandatory reporting duty applies.	*Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans.*

16.0 Children missing education	*This means that in our academies we will:*
A child or young person going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.	*Hold two or more emergency contact numbers for each learner.* *Ensure all our attendance work liaises closely with the DSL.*
Work around attendance and children missing from education will be coordinated with safeguarding interventions.	*Adapt our attendance monitoring on an individual basis to ensure the safety of each child or young person in our academies.*
The academy must notify the local authority of any pupil/student who has been absent without the academy's permission for a continuous period of 5 days or more after making reasonable enquiries	*Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children and young people that would be considered 'missing'.*
The academy (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments	*Work closely with the CME Team, School Admissions Service, Education Legal Intervention Team, Elective Home Education Team and Birmingham Children's Trust or other relevant organisations.*

17.0 Peer on peer/child on child abuse

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

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

The academy'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.

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

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

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

- **Sexual assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

- **Upskirting:** A form of peer-on-peer abuse.
  It is a criminal offence. Definition: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Peer on peer abuse may include the following, alleged behaviour that:

This means that in our academies:

All staff will receive training on peer on peer abuse.

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

We fully understand that even if there are no reports of peer on peer abuse in an academy it may be happening. As such all our staff, children and young people are supported to:
- *be alert to peer on peer abuse (including sexual harassment);*
- *understand how the views and responds to peer on peer abuse*
- *stay safe and be confident that reports of such abuse will be taken seriously.*

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners.

We will recognise that "child on child abuse" can occur between and across different age ranges. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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

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

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

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

• Is serious, and potentially a criminal offence • Could put learners in the academy at risk • Is violent • Involves learners being forced to use drugs or alcohol • Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)	*In assessing and responding to harmful sexualised behaviour we will follow the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People-A Whole School Approach- 2021* *[Responding to Sexual Behaviour in Children and Young People - A Whole School Approach 2021](#)*

17.1 Procedures for staff dealing with allegations of peer-on-peer abuse

If a learner makes an allegation of abuse against another learner:
- You must record the allegation on CPOMS and tell the DSL, but do not investigate it
- If the allegation involves a potential criminal offence, the DSL will contact the local authority children's social care team and follow its advice, as well as the police
- The DSL will use the risk to school children safety plan and put a risk assessment and support plan into place for all children and young people involved (including the victim(s), the child(ren) or young person/people against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- Where one or more of the children and young people involved has special educational needs, the DSL will liaise with the SENDCO to ensure that that child/those are fully supported.

17.2 Creating a supportive environment in each academy and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.
To achieve this, we will:
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, as well as male learners), and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate learners about appropriate behaviour and consent
- Ensure learners are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - o How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  - o That even if there are no reports of peer-on-peer abuse in an academy, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  - o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - ▪ Children and young people can show signs or act in ways they hope adults will notice and react to
    - ▪ A friend may make a report
    - ▪ A member of staff may overhear a conversation
    - ▪ A child's behaviour might indicate that something is wrong
  - o That certain children and young people may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - o That a learner harming a peer could be a sign that the child or young person is being abused themselves, and that this would fall under the scope of this policy
  - o The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child or young person may be at risk from it
  - o That they should speak to the DSL if they have any concerns

17.3 Sharing of nudes and semi-nudes ('sexting')
This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Staff responsibilities when responding to a 'sexting' incident

If a member of staff is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.
Staff must not:

- View, copy, print, share, store or save the imagery themselves, or ask a learner to share or download it (if the member of staff has already viewed the imagery by accident, they must report this to the DSL)
- Delete the imagery or ask the learner to delete it
- Ask the learner(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the learner(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident. Staff should reassure the learner(s) that they will receive support and help from the DSL.

Initial review meeting
Following a report of an incident involving children, the DSL will hold an initial review meeting with appropriate academy staff – this meeting may also involve the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to learner(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to **decide on the** best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the learners involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the learners involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any learner in the images or videos is under 13
- The DSL has reason to believe a learner is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.
They will hold interviews with the learners involved (if appropriate).

If at any point in the process there is a concern that a learner has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the learner at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through each academy's existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Learners are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our [relationships education / relationships and sex education / pastoral programme – **delete as applicable**] and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Learners also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with learners so they are aware of the processes the academy will follow in the event of an incident.

17.4 Reporting systems for our learners

Where there is a safeguarding concern, we will take the child's feelings into account.

We recognise the importance of ensuring learners feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for learners to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for learners
- Make it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback

18.0   Criminal exploitation

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (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 or young person into sexual or criminal activity.

See Appendix 1 for information around Child Sexual Exploitation (CSE).

Some specific forms of Child Criminal Exploitation (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however colleagues should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation (CSE). Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County lines is the police term for urban gangs supplying drugs to suburban areas/market or coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and

This means that in our academies 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/MASH for any children and young people in our academies 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 academies.

Inform their DSL immediately where staff or volunteers have a concern around county lines. The DSL will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police will be made.

Ensure that all staff receive training that will include signs of county lines and CCE and indicators in line with the Home Office guidance 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county lines guidance (2018) and contextual safeguarding.

Colleagues are also trained on the additional risk factors associated with serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Preventing youth violence and gang involvement:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
County Lines:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf
Contextual Safeguarding Network:
https://www.contextualsafeguarding.org.uk/

sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities. Signs to look out for:

   • Going missing from school or home and / or being found out-of-area (though criminal gangs are becoming 'wise' to this method of identifying children that have been exploited and are moving to exploit children in the local area to avoid notice)
   • Unexplained acquisition of money, clothes, or mobile phones
   • Excessive receipt of texts / phone calls
   • Relationships with controlling / older individuals or groups
   • Leaving home / care without explanation
   • Suspicion of physical assault / unexplained injuries
   • Parental concerns 24
   • Carrying weapons
   • Significant decline in school results / performance
   • Gang association or isolation from peers or social networks
   • Self-harm or significant changes in emotional well-being

Regardless of gender or the role that they have been made to undertake any child or adult who has experienced criminal exploitation is likely to have experienced or been threatened with serious violence to themselves or their family or community.

Serious violence indicators include:
   • increased absence from school
   • a significant decline in performance
   • changes in friendships or relationships with older individuals or groups
   • indicators of self-harm
   • a significant change in well-being or signs of assault of unexplained injuries
   • unexplained gifts or new possessions could also indicate that children have been approached by or involved with individuals associated with criminal networks or gangs

Part Two: Key procedures

Responding to concerns about a child

In our trust, each academy has a named DSL and governor for safeguarding

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.

Record on electronic recording system (CPOMS).

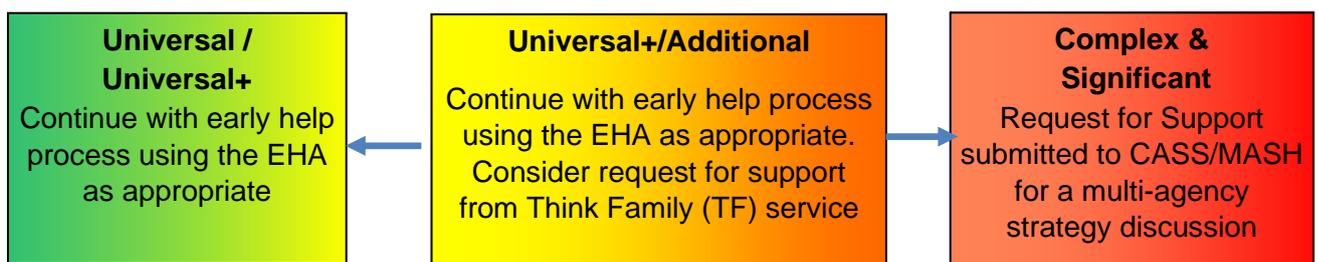Record in writing on Notice of Concern Form and hand to DSL.

DSL(s) review concerns and decide next steps

referring to Right Help Right Time (RHRT)

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

At any point consider seeking advice:

Children's Advice Support Service (CASS)
0121 303 1888 / Appropriate LA MASH

In case of emergency phone police on 999

Universal / Universal+	**Universal+/Additional**	**Complex & Significant**
Continue with early help process using the EHA as appropriate	Continue with early help process using the EHA as appropriate. Consider request for support from Think Family (TF) service	Request for Support submitted to CASS/MASH for a multi-agency strategy discussion

19.0   Involving parents/carers

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

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

19.2   Parents/carers will be informed about our Safeguarding & Child Protection Policy through our trust website.

20.0   Multi-agency work

20.1   We work in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our children and young people and keep them as a top priority in all decisions and actions that affect them. Our academies 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/ Appropriate MASH.** Where the child or young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

20.2   When invited, the DSL will participate in a MASH strategy meeting, usually by conference phone, adding academy-held data and intelligence to the discussion so that the best interests of the child or young person are met.

20.3   We will co-operate with any protection enquiries conducted by Birmingham Children's Trust/Solihull LSCP*: each academy will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

20.4   We will provide reports as required for these meetings. If the academy is unable to attend, a written report will be sent and shared with Birmingham Children's Trust/Solihull LSCP* at least 24 hours prior to the meeting.

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

Note

Safeguarding partners and child death review partner arrangements have been in place since 29 September 2019.

Locally, the three 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 make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children and young people, including identifying and responding to their needs.

Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

21.0   Our role in supporting children and young people

21.1   Our academy staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation. Our academies' contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.

21.2   An Our Family Plan will be devised, implemented and reviewed regularly for these children and young people. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

21.3   Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the academy community through a multi-agency risk assessment. Within our academies we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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

22.0   Responding to an allegation about a member of staff

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

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

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

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

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

22.3.1   Allegations or concerns about staff, colleagues and visitors must be reported directly to the Principal who will liaise with the relevant Local Authority Designated Officer (LADO) Team who will decide on any action required.

22.3.2   If the concern relates to the Principal, it must be reported immediately to the Summit Learning Trust DSL who will immediately inform the Chair of the Local Governing Body. The Trust DSL will liaise with the relevant Local Authority Designated Officer (LADO) and they will decide on any action required.

22.3.3   If the safeguarding concern relates to the proprietor (Trustee Members, CEO, Trust DSLs, Trust Executive Team) of the setting then the concern must be made directly to the relevant Local Authority Designated Officer (LADO)Team who will decide on any action required.

23.0 Children and young people with Special Educational Needs and Disabilities (SEND)

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

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

23.3 Children and young people with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges such as:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
• these children and young people being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children and young people
• the potential for children and young people with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
• communication barriers and difficulties in managing or reporting these challenges.

Safeguarding training for staff and volunteers reminds staff of the additional barriers that some learners face and offers guidance on how to mitigate this by increased awareness and consideration of those barriers. We identify and support learners who might need more support in their awareness of issues and ability to safeguard themselves.

24.0 Children and young people in specific circumstances

24.1 Private Fostering

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

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

24.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:
• Children/young people who need alternative care because of parental illness;
• Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
• Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
• Unaccompanied asylum seeking and refugee children/young people;
• Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;

- Children/young people staying with families while attending an academy away from their home area.

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

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

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

25.2 Guidance on children in specific circumstances found in Annex A of KCSIE (latest Version) and additional resources as listed below:

Issue	Guidance	Source
Abuse	**http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief** **http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse** **http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect** **Children who abuse others	West Midlands Safeguarding Children Group**	West Midlands Safeguarding Children Procedures
Bullying	**http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#**	West Midlands Safeguarding Children Procedures
Children and the Courts	**https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds** **https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds**	MoJ advice
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/**	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	**http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html**	Birmingham Police and

Issue	Guidance	Source
	http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	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 Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media | West Midlands Safeguarding Children Group Teaching online safety in school	BCC Education Safeguarding Birmingham Police and Schools Panels DfE
Private Fostering	https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let_us_know_if_you_re_looking_after_someone_else_s_child	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	West Midlands Safeguarding Children Procedures West Midlands Safeguarding

Issue	Guidance	Source
	https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children	Children Procedures
	http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html	Birmingham Police and Schools Panels
	http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence	
	https://www.gov.uk/government/policies/violence-against-women-and-girls	
	**Honour-based violence	West Midlands Safeguarding Children Group**	

Part 3 - Quality Assurance, Learning from Cases and Continuous

26.0 Quality assurance	*This means that in our academies:*
Quality assurance is about assessing the quality of the work we undertake in safeguarding children and young people and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe. • This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements. • Ensuring that the safeguarding data academies 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 academies and multi-agency early help interventions, the number of requests for support being made and the number being accepted."	*We will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.* *We will contribute quality data to inform multi-agency audits and practice reviews.* *We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.* *Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:* *1. How much did we do? (Numbers)* *2. How well did we do it? (Whole academy; File and themed audits, partner agency, learner/parent feedback)* *3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)* *4. Is anyone better off? (Impact)*

26.1 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews	*This means that in our academies:*
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/Solihull LSCP* to share information.	*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 academies, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.*

Appendices

Appendix 1

Definitions and indicators of abuse

1. Neglect

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

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

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

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

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor academy attendance or often late for the academy day
- 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 the academy
- 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 or young person 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 and young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children and young people 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 and young people.

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 or young person 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 or young people stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

6. Responses from parents/carers

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

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

7. Disabled children and young people

When working with children or young people 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.

8. Peer-on-peer abuse
Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of the academy and online.
Peer-on-peer abuse is most likely to include, but may not be limited to:
- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children and young people abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child or young person makes a report to them, they will follow the procedures set out in section 17 of this policy, as appropriate.

9. Sexual violence and sexual harassment between children and young people in academies

Sexual violence and sexual harassment can occur:
- Between 2 children/young people of any age and sex
- Through a group of children/young people sexually assaulting or sexually harassing a single child/young person or group of children/young people
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.
Children or young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same academy.
If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children and young people with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children/young people are at greater risk.
Staff should be aware of the importance of:
- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child or young person makes a report to them, they will follow the procedures set out in section 17 of this policy, as appropriate.

Appendix 2

Dealing with a disclosure of abuse

When a child tells a member of staff about abuse they have suffered, what should the member of staff remember?

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

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

Immediately after a disclosure

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

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

Appendix 3

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 children, 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 or young person makes an allegation about a member of staff, governor, trustee, 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 allegation. The Principal should not carry out the investigation him/herself or interview learners. However, they should ensure that all investigations including for supply staff are completed appropriately.

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) Team[1] (Tel: 0121 675 1669)/the relevant Local Authority Designated Officer**. 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/Solihull LSCP* to address the needs of children or young people 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 learner. These should be addressed through the academy'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 Trust DSL takes on the role of liaising with the LADO Team in determining the appropriate way forward **and informs the Chair of the governing body**. 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.

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

Appendix 4

Definitions and 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. Learners 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 academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

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

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

8. More critical risk factors could include:

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

Appendix 5

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

Each academy has a SPOC who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

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

- Raising awareness about the role and responsibilities of the academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the academy'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 academy about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

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

- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel[2] 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.

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[2] Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 6 – COVID-19 and safeguarding

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

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

Online safety

Coronavirus (COVID-19): keeping children safe online - All schools and colleges should continue to consider the safety of their children and young people 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 young people (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 and young people 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 and young people 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 and young people being safe online. It will be especially important for parents and carers to be aware of what their children and young people are being asked to do online, including the sites they will 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 and young people.

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 and young people 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 and young people get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children and young people 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 and young people safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children and young people safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:
- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.
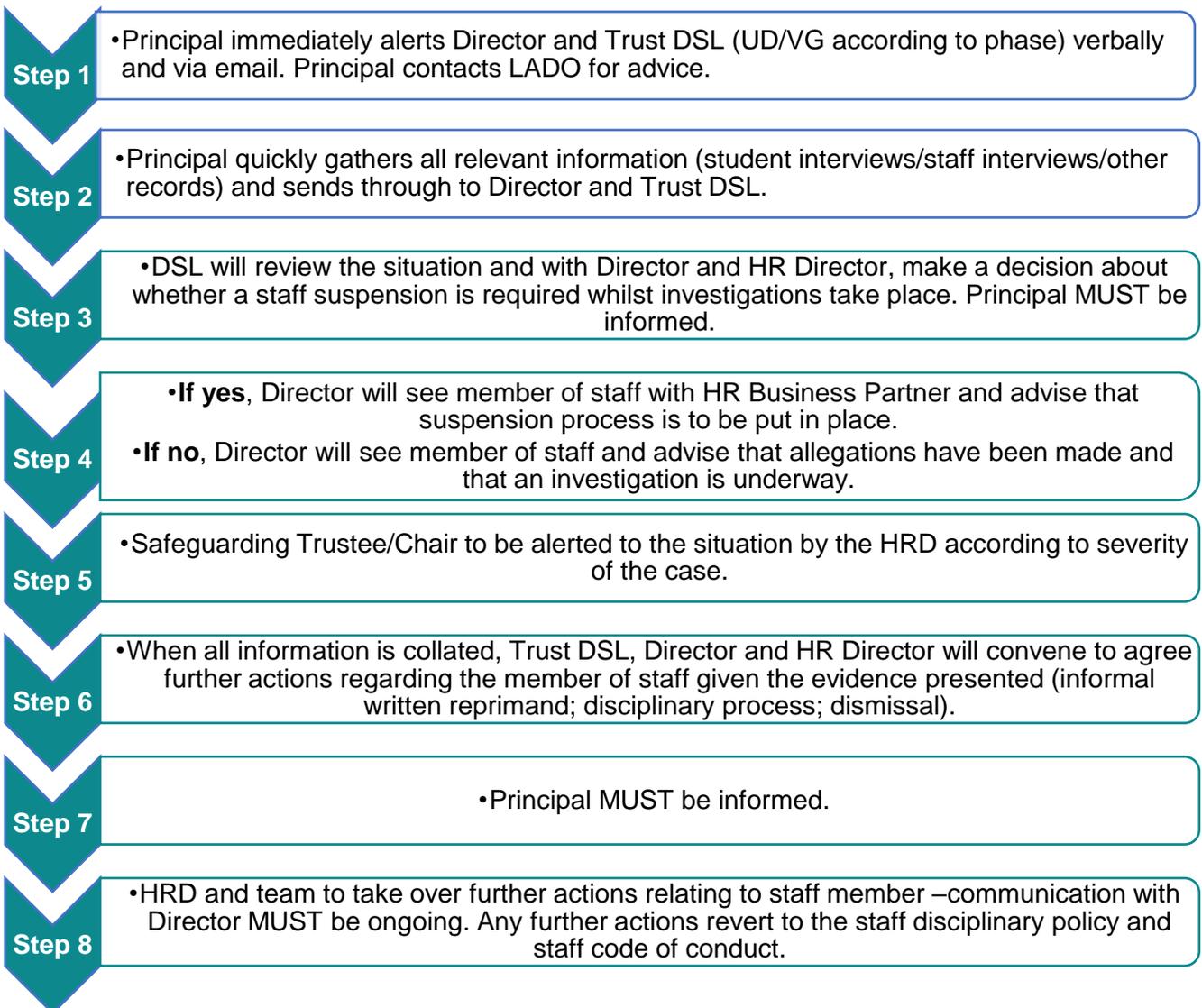
Appendix 7 - Safeguarding processes for Central Teams

Centralisation of our teams means that we need to be clear about processes around managing any safeguarding concerns, and in particular, any that come to light around our teams. In the first instance, Directors must ensure that all safeguarding training has been carried out by all team members, and that they have understood and signed the staff code of conduct. It may mean that you need to discuss these different aspects proactively with different groups within your teams.

These processes will be added as an appendix to the Summit Safeguarding Policy.

If there is a safeguarding issue with a member of your team, the following process should be followed:

1. **Safeguarding issue with member of staff – process**

Step 1
• Principal immediately alerts Director and Trust DSL (UD/VG according to phase) verbally and via email. Principal contacts LADO for advice.

Step 2
• Principal quickly gathers all relevant information (student interviews/staff interviews/other records) and sends through to Director and Trust DSL.

Step 3
• DSL will review the situation and with Director and HR Director, make a decision about whether a staff suspension is required whilst investigations take place. Principal MUST be informed.

Step 4
• **If yes**, Director will see member of staff with HR Business Partner and advise that suspension process is to be put in place.
• **If no**, Director will see member of staff and advise that allegations have been made and that an investigation is underway.

Step 5
• Safeguarding Trustee/Chair to be alerted to the situation by the HRD according to severity of the case.

Step 6
• When all information is collated, Trust DSL, Director and HR Director will convene to agree further actions regarding the member of staff given the evidence presented (informal written reprimand; disciplinary process; dismissal).

Step 7
• Principal MUST be informed.

Step 8
• HRD and team to take over further actions relating to staff member –communication with Director MUST be ongoing. Any further actions revert to the staff disciplinary policy and staff code of conduct.

2. **Responsibilities:**
   a) Principal is responsible for contacting parents as required, in liaison with Trust DSL, for contacting LADO and informing Trust DSL that this has happened, and for all record keeping.
   b) Trust DSL is responsible for checking that Principal has made LADO contact, record keeping, and advising Director and HRD about appropriate actions for member of staff
   c) HRD is responsible for advising on and carrying out appropriate actions regarding member of staff and liaising with Director, DSL and Principals
   d) Director is responsible for leading process with member of staff; communications, meetings etc. and liaising with HRD, DSL and Principals