
SAFEGUARDING AND CHILD PROTECTION POLICY



KING EDWARD VI ASTON SCHOOL

Educational excellence for our City

Please note that this and all other safeguarding and pastoral policies have been created with stakeholders in mind. Policies are compliant with our legal and statutory guidance and adhere

Responsible Board	PEOPLE COMMITTEE
Policy Officer	MARTIN DOWNING
Date Adopted	JANUARY 2017
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Reviewed by	MARTIN DOWNING
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to best practice; however, they are laid out in a way that is accessible to those for whom the policies are intended: school staff and governors; students and parents.

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Part 1: Safeguarding Policy

1.0 INTRODUCTION

The purpose of this policy is to set out a framework outlining the King Edward VI Foundation and Academy Trust's approach to safeguarding and child protection.

The King Edward VI Foundation (the 'Foundation Charity') (registration no. 529051) charity, comprises two Independent Schools and the Foundation Office. The King Edward VI Academy Trust Birmingham (the 'Academy Trust') (registration no. 10654935) incorporates the Academies. (The Foundation Charity and the Academy Trust are collectively known as the 'Foundation'.)

King Edward VI Aston School is an inner-city selective boys school with 1001 students on roll, serving a socio-demographically diverse community. The school is located in inner city Birmingham, in one of the most deprived wards in the city. The students come from a wide range of areas of the city, and beyond, and consequently come from a vast array of backgrounds which poses its challenges to the school. Students in Year 7 previously attended 101 different feeder primary schools and the school has 15 out of 17 possible ethnic groups.

Our school ethos is based on 4 Core Values:-

- Honesty
- Kindness
- Integrity
- Diligence

These values are integral to all that we do and are a key aspect of this safeguarding policy.

King Edward VI Aston School (and the Foundation), and all of its staff, are committed to safeguarding and promoting the welfare of all its students.

Safeguarding and promoting the welfare of children is (in Keeping Children Safe In Education 2023) 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.

We believe that:

- The children and young people (CYP) in our school have the right to be protected from harm, abuse and neglect
- All CYP have the right to experience their optimum mental and physical health
- That every CYP has the right to an education and they need to be safe, and to feel safe, in school
- CYP need support that matches their individual needs, including those who may have experienced abuse
- Our CYP have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our CYP are encouraged to respect each other's values and support each other

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- Our CYP have the right to be supported to meet their emotional and social needs, as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally
 - By having clear systems and processes in place, identification of needs including poor mental health, will be identified early
 - Our school and its staff will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyberbullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.

All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse. This is made clear to staff during annual training, and to visitors when they arrive and sign in at the school.

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which emphasises our core values, and that students are treated with respect and dignity, taught to treat each other and staff and visitors with respect, they feel safe, have a voice, and are listened to, ensuring that our approach to safeguarding is child-centred; considering at all times the best interests of the child.

Safeguarding issues, including online safety, will be addressed through all areas of the curriculum. We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

Children includes everyone under the age of 18.

King Edward VI Aston School will follow Keeping Children Safe in Education 2023 in reference to:

- Safeguarding information for all staff;
- What school and college staff should know and do;
- A child centred and coordinated approach to safeguarding.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play in order to fulfil this responsibility effectively, including identifying concerns, sharing information and taking prompt action.

King Edward VI Aston School fulfils its local and national responsibilities as laid out in various documents (Appendix 1) but especially:-

- The most recent version of [Working Together to Safeguard Children](#) (DfE July 2018, updated Dec 2020)
- The most recent version of [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE Sept 2023)
- [Birmingham Safeguarding Children Partnership policies and procedures](#)
- [The Education and Inspections Act 2006](#) (Sections 89, 90 and 91)
- [Education Act 2011](#)
- [Children Act 1989](#)
- [Equality and Human Rights Commission: Protected Characteristics \(2020\)](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014 \(Part 3\)](#)
- [Protection from Harassment Act 1997](#)
- [The Education Act 2002](#) s175
- [Sexting in Schools & Colleges – responding to incidents and safeguarding young people \(UKCCIS\) 2016](#)
- [General Data Protection Legislation \(2018\)](#)

- [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.
- https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en
- [Mental Health & Behaviour in Schools](#)
- [Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance \(2018\)](#)
- [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#)
- [Bullying in England April 2013 to March 2018, November 2018. Department for Education \(DfE\)](#)
- [PSHCE Association Relationships education, relationships and sex education \(RSE\) and health education](#)
- [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](#)
- [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](#)
- [Working together to improve school attendance](#)
- [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Filtering and monitoring standards for schools](#)
- [Cyber security standards for schools](#)
- [Teachers' standards - GOV.UK \(www.gov.uk\)](#)
- [Cyber security training for school staff - NCSC.GOV.UK \(training\)](#)
- [Supporting students with medical conditions](#)
- [Council for disabled children - support services network](#)
- [Forced marriage resource pack](#)

1.1 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, we look at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focusing just on an individual.

2.0 OVERALL AIMS

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

- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on our core values of Kindness, Honesty, Integrity and Diligence
- [Adopting a Whole School Approach to safeguarding.](#)
- [Ensuring that safeguarding and child protection underpin all relevant aspects of process and policy development in school.](#)
- Clarifying standards of behaviour for staff and students

- Introducing appropriate work within the curriculum, including online safety, child on child abuse and sexual harassment.
- Encouraging students and parents to engage with the early help offer from the school and external services to support additional needs, including attendance, punctuality and behaviours of concern.
- Alerting staff to the signs and indicators that all may not be well
- Addressing concerns at the earliest possible stage
- Developing staff awareness of the types, causes, signs and symptoms of abuse
- Developing staff awareness of the many risks and vulnerabilities our students may face
- Recognising risk and supporting online safety for pupils, including in the home.
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, discrimination, victimisation or any kind of abuse, including peer-on-peer abuse.

In our school we will endeavour to provide an environment where every student can feel:

- safe;
- healthy;
- able to enjoy and achieve;
- able to contribute to future economic well-being; and
- able to make a positive contribution.

And we will contribute to supporting our pupils by:-

- Identifying and protecting all our students, especially our vulnerable students
- Identifying individual needs as early as possible, and gaining the voice and lived experience of vulnerable pupils
- Designing plans to address those needs
- Working in partnership with students, parents/carers and other agencies.

The Keeping Children Safe In Education Guidance requires that additional information about child-on-child abuse should be included in schools' child protection policies. Our School has specific policy/policies which relate(s) to child-on-child abuse. The school's values, ethos and policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

This Safeguarding and Child Protection Policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings. Our Local Governing Body (LGB) will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Appropriate risk assessments will be completed and ongoing monitoring will be undertaken.

3.0 GUIDING PRINCIPLES

These are the 8 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time);

- provide effective help and support as early as possible
- have conversations and listen to children and their families as early as possible

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- understand the child's lived experience
 - work collaboratively to improve children's life experiences
 - be open, honest and transparent with families in our approach
 - empower families by collaborating with them
 - work in a way that builds on the families' strengths
 - build resilience in families to overcome difficulties

This means that:

- Every child is entitled to a rich and rounded curriculum.
- All staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership (BSCP) in Right Help Right Time, and procedures for Early Help
- All staff will be enabled to listen and understand the lived experience of children by facilitating solution focused conversations appropriate to the child's preferred communication style.
- It also means that where early help is appropriate, the Designated Safeguarding Lead (DSL)/Deputy (DDSL) will liaise with other agencies and complete 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
- When issues arise, the Headteacher will speak out, addressing them internally where possible and escalating when this is unsuccessful.
- Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of school life such as safeguarding.

3.1 Strategies to safeguard the school community

Our school has adopted a range of strategies to safeguard and support the whole school community, including:

- the consistent promotion of the Foundation's code of conduct which requires all members to respect the rights of others;
- all staff receiving training on child-on-child abuse, including understanding their roles and responsibilities to online safety;
- tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and protected characteristics including: adopting a 'whole school approach' to tackling sexism; challenging homophobic language, 'banter' and racist language; and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way;
- staff being made aware of our school's unauthorised absence and children absent from education procedures, adapting attendance monitoring on an individual basis to ensure the safety of each young person at our school and avoid them becoming a child absent from education;
- holding two or more emergency contact numbers for each pupil;
- being alert to indicators of vulnerability to radicalisation and following the guidance on safeguarding pupils who are vulnerable to radicalisation;
- providing opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being;

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- developing policies which address issues of power and potential harm to ensure a whole school approach;
 - using screening software (Smoothwall & Impero) to monitor offensive and inappropriate language and behaviour used on school devices and networks and taking immediate action to investigate further;
 - carrying out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face;
 - teaching pupils to self-regulate their behaviour and encourage them to self-reflect following inappropriate behaviour;
 - having effective recording systems, including CPOMS and SIMS;
 - having a clear policy of mobile phones not permitted to be in use during school hours;
 - staff modelling appropriate moral conduct and expecting pupils to develop an understanding of behaviours of concern because it is not the right thing to do, rather than just because they are told not to;
 - training Pupil Wellbeing Leads in school so pupils can speak to their peers and seek advice;
 - celebrating staff and pupils' backgrounds, faiths and cultures through assemblies, form time and the curriculum;
 - working with multi-agency teams including police and children's services as appropriate;
 - recognising the particular vulnerability of children being supported by external services;
 - sharing information on a regular basis and building relationships with families.

4.0 EXPECTATIONS

- All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as necessary
- All staff and visitors will understand their role in relation to safeguarding
- All staff and visitors will be alert to signs and indicators of possible abuse (See Appendix 3 for current definitions and indicators)
- All staff will record concerns and give the record to the Designated Safeguarding Lead (DSL), or a deputy DSL. This includes recording the concern on CPOMS.
- All staff will deal with a disclosure of abuse from a CYP in line with the guidance in Part 2 - you must inform the DSL immediately, and provide a written account, using the words of the CYP as soon as possible
- Staff will be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help assessments, Child In Need Plans and inter-agency Child Protection Plans
- Staff and visitors will be made aware of this Safeguarding & Child Protection Policy
- We will follow Safer Recruitment processes and checks for all staff
- Our Governors will be subjected to an enhanced DBS check and 'section 128' check.

All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their

vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

A list will be kept of all CYP who have a safeguarding vulnerability. Any steps taken to support a CYP who has a safeguarding vulnerability will be reported to the lead DSL (see section 5.0). Any steps taken to support any CYP from a safeguarding perspective, must be reported to the lead DSL.

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

We use CPOMS (Child Protection Online Monitoring System) to store all our safeguarding records electronically – therefore we do not hold paper safeguarding files. Safeguarding and Child Protection information will be dealt with in a confidential manner. Safeguarding records are stored securely on CPOMS and individual files are kept for each student. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.

If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. This will allow new settings to continue supporting victims of abuse and have that support in place for when the CYP arrives.

5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is 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.

The DSL's role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.

The DSL team in our school is:

Lead Designated Safeguarding Lead:

- Mr Martin Downing (Assistant Head)

Designated Safeguarding Lead Deputies:

- Ms Roanna Pierce (Deputy Head)
- Ms Sarah Blundell (Director of Inclusion / Pastoral Lead)
- Mr Steven Hall (Assistant Head / Pastoral Lead)
- Ms Michelle Simcox (Pastoral Lead)
- Ms Emma Ritson (Pastoral Lead)

In our school the following people will take the lead in these particular safeguarding areas:

Our Data Protection Officer is: Mr Tim Hasker

Our Data Protection Lead is: Ms Kamaljeet Lally

Our Schools Pledge Coordinator is: Mr Martin Downing

Our Senior Mental Health Lead is: Mr Martin Downing
Our Single Point of Contact (Prevent) is: Mr Martin Downing
Our Designated Teacher (for Children In Care) is: Mr Martin Downing
Our Designated staff member for whistleblowing (reporting of inappropriate staff behaviour) is: Mr Matt Brady (Headteacher)

6.0 THE DESIGNATED TEACHER FOR CHILDREN IN CARE (AND CHILDREN PREVIOUSLY IN CARE)

Our Designated Teacher will:

- Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus funding to ensure we meet the needs identified in the child's Personal Education Plan.
- Work with the Virtual School head to promote the educational achievement of children previously in care.

Birmingham Children's Trust (BCT) has on-going responsibilities to CYP who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the BCT will support the care leaver to participate in education or training. The DSL will liaise with BCT accordingly to support the care leaver and will liaise as necessary regarding any issues of concern.

7.0 THE GOVERNING BODY

The Governing Body is the accountable body and must ensure that they comply with their duties under legislation and attend appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

Our Governing Body ensures 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 our students' welfare. The Governing Body will review all policies/procedures that relate to safeguarding and child protection regularly.

The Governing Body should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

In the context of safeguarding, the Governing Body should carefully consider how they are supporting their pupils with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Our nominated Governor for Safeguarding and Child Protection is: Ms Nargis Osman-Ghani.

This Governor will receive safeguarding training relevant to this governance role and this will be updated every 2 years. All other governors will have read Part 1 and Annex A of "KCSIE '23" and will also receive safeguarding training arranged by our Trust.

Our nominated safeguarding Governor is responsible for liaising with the Headteacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

Governors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in school policies and procedures. The Governing Body should also be prepared to supply information as requested by the three safeguarding partners.

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

- € The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Governing Body);
- € All staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained;
- € The Governing Body will ensure that at least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed;
- € Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- € The school remedies any deficiencies or weaknesses brought to its attention without delay;
- € The Foundation provides the Governing body with a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all Birmingham Safeguarding Children Partnership procedures;
- € The Governing Body will ensure that the Foundation and our schools have the appropriate procedures in place to identify and assign roles and responsibilities to manage filtering and monitoring of devices of software. This provision should be reviewed annually with appropriate monitoring strategies in place to meet children's safeguarding needs.

The Chair of the Governing Body (Mr David Roberts) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Headteacher. The Headteacher is responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against any other staff member. This will depend on the concern meeting a harm threshold (see link to the Whistleblowing policy and Appendix 9).

Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- € being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data';
- € understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;
- € for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

8.0 SAFER RECRUITMENT

Our School pays full regard to 'Keeping Children Safe in Education September 2023'. Safer Recruitment practice includes: scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; checking right to work in the UK including EU nationals; and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. All documents used to verify the successful candidate's identity and other correspondence paperwork will be kept in line with our Data Protection Retention Policy.

Our School will only accept a copy of a curriculum vitae alongside a completed application form. A curriculum vitae on its own will not be accepted as it does not provide adequate or comparable candidate information.

The Foundation may, as part of the shortlisting process, consider carrying out an online search as part of the due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. The Foundation will inform shortlisted candidates that online searches will be done as part of our due diligence checks.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the well-being of pupils and adhere to KCSiE Part Three: Safer Recruitment guidance.

The following school staff have undertaken Safer Recruitment training:

- £ Mr Matt Brady
- £ Ms Roanna Pierce
- £ Ms Kam Lally
- £ Mr Martin Downing
- £ Mr Roger McBrien
- £ Ms Tomina Sagheer
- £ Mr Martin Tew

The following members of the governing body have also been trained:

- £ Mr David Roberts
- £ Ms Nargis Osman-Ghani
- £ Mr Rick Solly

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

8.1 Induction

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

Our staff induction process (for all staff) covers at least the following:-

- This Safeguarding & Child Protection policy;
- The School Behaviour Policy;

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- The **Foundation Code of Conduct** and school Staff Behaviour Guidance;
 - The role of the DSL (including the identity of the DSL and any deputies);
 - The use of CPOMS (Child Protection Online Monitoring System);
 - Latest version of 'Keeping Children Safe in Education' (currently Sept 2023);
 - Safeguarding concerns or allegations made about staff (Whistleblowing)
 - Any national safeguarding focus

Copies of these policies and DFE guidance (including a copy of Part one and Annex A of the KCSIE'23 document) are provided to staff at induction. All our staff are made aware of the systems which support safeguarding in our school, and these are explained to them as part of staff induction. Evidence is logged to show that each staff member has read and understood the document and posed questions/clarified misunderstanding with the DSL by the end of the second week of term.

8.2 Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We support staff by providing an opportunity to talk through their anxieties with the DSL and/or our Wellbeing Counsellor, and to seek further support as appropriate.

Regular supervision is offered to the Lead DSL, usually half-termly and is extended to other members of staff as deemed appropriate by the school.

Our '[Mental Health and Wellbeing](#)' policy also covers staff mental health.

9.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE DUE TO SEND

At our school, it is recognised that students with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges, and additional barriers can exist when recognising abuse and neglect in this group of students. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the CYP's disability without further exploration;
- Being more prone to peer group isolation than other CYP;
- The potential for CYP with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, we implement extra pastoral support for students with SEND via the SENDCO, Learning Support staff (including Teaching Assistants, Learning Assistants, Dyslexia and Dyspraxia teachers), Year Leaders and Form Tutors. Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving CYP with SEND will entail close liaison with the Lead DSL, SENDCO and Deputy SENDCO (who is also a DSL).

We have measures in place to ensure the effective safeguarding of CYP with SEND. This includes:

- An inclusive curriculum that is relevant and appropriate to meet the needs of all learners
- Effective quality first social and emotional teaching through our whole school PSHE curriculum to teach students about how to keep themselves safe.
- Targeted social and emotional intervention to build positive relationships with staff and peers
- Explicit teaching of all social and emotional skills through PSHE and a life skills curriculum
- Use of non-verbal methods of communication to communicate when help is needed through ICT, worry monsters, social stories, visual symbols and more

- Daily 'check-in' sessions in the Learning Support Dept for the most vulnerable CYP
- Provision of a "safe place" for vulnerable students to access, at all times of the school day
- Weekly counselling sessions to facilitate opportunities for safe disclosures
- Working in partnership with parents building close relationships with them to offer bespoke support
- Establishing links with external agencies (e.g. Early Help, CAT Team, Educational Psychologist) to enable rapid identification of changes in behaviour and presentation and enable effective early intervention
- Particular focus placed upon reporting incidents of concern regarding SEND students on CPOMS

The ultimate aims of school safeguarding procedures for students with SEND include:-

- effectively identifying safeguarding concerns,
- understanding why students with SEND can be more vulnerable to abuse,
- acknowledgement that CYP with SEND can be abused and know how to act on any concerns,
- communicating creatively with CYP,
- empowering CYP to express their views, needs and opinions,
- being responsive to CYP's views, needs and opinions,
- working effectively with parents and other agencies,
- ultimately creating a culture of safety for all in school.

10.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION (Appendices 5 & 6)

Exploitation, Extremism and Radicalisation (definitions in Appendix 6) are a safeguarding concern and protecting students from these risks from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.

We assess the level of these risks within the school and put actions in place to reduce that risk. Risk assessment includes consideration of the schools' curriculums (especially RE & PSHE), our SEND policy, the use of school premises by external agencies, integration of all CYP, our anti-bullying policy and other relevant policies.

The School monitors online activity within the school to ensure that inappropriate sites are not accessed by students or staff. We use specialist online monitoring software – Smoothwall, NetSupport DNA and Impero, and record relevant data.

10.1 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;

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

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

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

We are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within our school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is our DSL Martin Downing.

The responsibilities of the SPOC are described in Appendix 5.

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

11.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, TRAFFICKING, CHILD MARRIAGE & FEMALE GENITAL MUTILATION

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

- Trafficking
- Criminal Exploitation & Gang Affiliation (see 11.1)
- Child Marriage (Marriage under the age of 18 is a crime in England and Wales, whether force, violence, threats or any other form of coercion is used or otherwise).
- Female Genital Mutilation (FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.)
 - With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.

Contextually, as Aston is a boys school, FGM and Child Marriage cases have been, and are more likely to be, minimal. However, our students have female family members and friends, and we have female students on site for A Level lessons. Therefore, all staff must be aware of these and other examples of so called 'Honour Based Abuse', as well as Exploitation and Trafficking.

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

11.1 CHILD CRIMINAL EXPLOITATION (CCE) / CHILD SEXUAL EXPLOITATION (CSE) & GANG AFFILIATION

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes. It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedure.

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

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

CCE/CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CCE/CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

In our school we will follow the Criminal Exploitation & Gang Affiliation Practice Guidance and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school and community. The following DfE guidance is also adhered to:- [Child Sexual Exploitation](#).

12.0 CHILD ON CHILD ABUSE (also see Appendix 7)

We recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sexting, initiation/hazing, upskirting, sexual violence and harassment. Our 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. We recognise the impact of sexual violence and sexual harassment and the fact young people can, and sometimes do, abuse their peers in this way.

We will not tolerate instances of child-on-child abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”. We will follow both national and local guidance and policies to support any young people subject to child-on-child abuse, including sexting and gang violence. We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

We assume that sexual harassment and online sexual abuse are happening, and we have in place a whole-school approach to address them, including

- A carefully sequenced PSHE curriculum, including RSE, that specifically includes sexual harassment and sexual violence, including online
- Specialised PSHE teachers
- Record keeping and analysis of child-on-child abuse, sexual harassment and sexual violence
- A behavioural approach, which includes appropriate sanctions and external referrals as necessary

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- A zero tolerance culture where peer on peer abuse, sexual harassment and sexual violence are always addressed
 - Support for our DSLs to address these issues appropriately
 - Training for all staff to better understand the definitions, identify early any signs of child-on-child abuse and consistently address these issues

13.0 CHILDREN ABSENT FROM EDUCATION

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children absent from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

If a pupil fails to attend on the agreed or notified date, we will undertake reasonable enquiries to establish the CYP's whereabouts. In order to do this we hold 2 or more contacts for each pupil. We will monitor pupils' attendance closely through our daily register and will address poor or irregular attendance. We will also liaise and share information with the local authority (eg CME Team, School Admissions Service, Education Legal Intervention Team and Elective Home Education Team) as necessary.

For further guidance on Children Absent from Education please see the document in Appendix 2.

14.0 PRIVATE FOSTERING

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

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

15.0 MENTAL HEALTH AND WELLBEING

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 CYP 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 CYP that is also a safeguarding concern. All other mental health concerns will be recorded on CPOMS and addressed as necessary by a DSL. Our Lead DSL is our senior mental health lead, and is supported by the senior leadership team and the deputy DSLs.

Our Mental Health and Wellbeing Policy explains how we support students in our school, including identifying risk factors, specialist staff, the curriculum approach, involving parents/carers, and also identifies other avenues of support. We take seriously our role in supporting and promoting mental health and wellbeing of CYP by creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population. We also equip students to be resilient so that they can manage the normal stress of life effectively. This includes teaching students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. We aim to recognise emerging issues as early and accurately as possible and help students to access evidence based early support and interventions and access specialist support as necessary. We work effectively with external agencies to provide swift specialist support and treatment. In school we have trained staff from The Wellbeing Crew and St Martin's Counselling available to support students with mental health and wellbeing (and other concerns).

Additional information is accessed to help us prevent and tackle bullying and to support those 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>

16.0 USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people. This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect pupils.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Department for Education advice for schools is available here: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

In our school we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force, by having suitable policies in place, and by using positive and proactive behaviour support. We write individual behaviour plans for our more vulnerable young people, and agree them with parents and carers. We do not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.

Our Care and Control policy indicates the times and situations that reasonable force may be used, eg in response to risks involving young people, including any with SEND or with medical conditions. We provide opportunities for staff to undertake positive handling training in order to be able to safely and effectively use reasonable force if and when necessary. Our staff will consider the risks carefully before using reasonable force.

17.0 OPPORTUNITIES TO TEACH SAFEGUARDING THROUGH THE CURRICULUM

Schools play a crucial role in preparing pupils for life in modern Britain and creates a culture of zero tolerance of **child on child abuse, including identity based bullying, racism, faith-based discrimination, sexism, misogyny/misandry, homophobia, biphobic, sexual orientation bullying** and sexual violence/harassment.

The Schools in the Foundation have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by school behaviour policies and pastoral support systems, as well as by a planned programme of evidence-based PSHE/RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

The PSHE/RSE program is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The PSHE program will tackle at an age-appropriate stages issues such as:

- ≠ healthy and respectful relationships;
- ≠ boundaries and consent;
- ≠ stereotyping, prejudice and equality;
- ≠ body confidence and self-esteem;
- ≠ how to recognise an abusive relationship, including coercive and controlling behaviour;
- ≠ the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support; and
- ≠ what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Pupils will also be taught about a breadth of online safety issues categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

The [Online Safety Policy](#) covers this in more detail.

18.0 QUALITY ASSURANCE

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

-
- € Ensuring that data and quality assurance outputs are regularly reviewed through Section 175 audits and related governance and challenge arrangements.
 - € Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance.

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

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

This means that in our school:

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better. We will contribute quality data to inform multi-agency audits and practice reviews.

Our DSL(s) will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

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

The DSL will ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Local Governing Body regarding this. The DSL will also ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and our role in this.

Part 2: Responding to concerns about a Child or Young Person

Where unmet needs have been identified for a young person (utilising the Right Help Right Time (RHRT) model) but there is no evidence of a significant risk, we will make simple and reasonable adjustments within school. The school will utilise the Signs of Safety and Wellbeing practice framework and the 3 columns of the [Early Help Conversation Log](#). This may be all that is needed to address the unmet needs.

Where a multi-agency response is required in order to meet the unmet safeguarding need, we will initiate a referral for external agency support, seeking advice from Children’s Advice and Support Service (CASS) and Birmingham Children’s Trust as required.

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

We will add the CYP to our Vulnerable Children’s List, that identifies all pupils who have safeguarding vulnerabilities. We will develop a school-focused action plan with the young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and Early Help framework.

The DSL or a deputy DSL will lead on liaising with other agencies. Any multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

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

The flowchart below indicates how concerns are processed in our school.

RESPONDING TO CONCERNS ABOUT A CHILD OR YOUNG PERSON

**CONCERN ABOUT A CHILD:
Speak immediately to the Designated Safeguarding Lead (DSL) if urgent – at risk of immediate harm, or has been harmed.
Always record any safeguarding concern on our electronic recording system (CPOMS) - this automatically informs a DSL**

1.0 INVOLVING PARENTS / CARERS

In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents/carers are informed about our safeguarding through: school prospectus, website, newsletters, bulletins, emails.

2.0 MULTI-AGENCY WORK

We work in partnership with other agencies to promote the best interests of our students and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise

with these agencies 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).

When invited the DSL will participate in a Multi-Agency Safeguarding Hub (MASH) strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the CYP are met. We will co-operate with any Child Protection enquiries conducted by Birmingham Children's Trust: the school also 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. We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust. Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

3.0 OUR ROLE IN SUPPORTING CHILDREN

Our school staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation. Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Our school's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass

Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within King Edward VI Aston School we will ensure that the needs of children who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents/carers and other agencies as appropriate and responds appropriately to any allegations against a member of staff, this link provides information on how to deal with allegations and concerns in relation to staff, trustees, governors, and volunteers including contact details for LADO. More information can be found in the Foundation's Managing Allegations and Low-Level Concerns Policy.

If we receive an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

11.1.6 More information on the following areas can be found in the Information for Staff document:

1. Safer School Culture.
2. Children with additional needs.
3. Child-on-child abuse.
4. Roles and Responsibilities, including DSL, DDSL and the designated teacher for looked after children.
5. Mental health.

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6. Students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage).
 7. Children missing education.
 8. Early Help Response.
 9. DSL Support.
 10. Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.
 11. Promoting the educational outcomes of children with a social worker.

APPENDICES

APPENDIX 1 – List of supporting documents

APPENDIX 2 – Links to additional information about safeguarding issues and forms of abuse

APPENDIX 3 – Information about Abuse

APPENDIX 4 – Dealing with a disclosure of abuse – information for staff and visitors

APPENDIX 5 – Role and responsibilities of the S.P.O.C.

APPENDIX 6 – Preventing Radicalisation

APPENDIX 7 – Child on Child Abuse (including Sexual Harassment and Sexual Violence)

APPENDIX 8 – Operation Encompass

APPENDIX 9 – Responding to safeguarding concern or allegation about a member of staff

APPENDIX 1 – List of supporting documents

GENERAL:-

- General Data Protection Legislation (2018) https://ec.europa.eu/info/index_en
- 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
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(UKCCIS Dec 2020\)](#)
- [Terrorism Act 2000](#)

DEPARTMENT FOR EDUCATION:-

- [Schools, colleges and children's services : Safeguarding children - detailed information - GOV.UK \(www.gov.uk\)](#)
- [Mental Health & Behaviour in Schools \(June 2014, updated Nov 2018\)](#)
- [Review of sexual abuse in schools and colleges \(Ofsted 2021\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(updated July 2020\)](#)
- [Use of Reasonable Force in Schools](#)

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- [Children Missing Education - statutory guidance](#)
 - [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)

SCHOOL / KE VI TRUST:-

- Mental Health and Wellbeing Policy
- Care and Control Policy
- Anti-Bullying Policy
- Exclusions Policy
- Whistleblowing Policy
- Trans-Inclusion Policy

APPENDIX 2 – Links to Additional Information about Safeguarding Issues

All staff should refer to this information as necessary

Guidance on children in specific circumstances found in Annex B of KCSIE'21, and additional resources as listed below:

- ABUSE - [What to do if you are worried a child is being abused](#)
- Child abduction and community safety incidents - <http://www.actionagainstabduction.org> / www.clevernevergoes.org
- Children and the court system - <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>
- Children missing from education - [Children Missing Education - statutory guidance](#)
- Children with family members in prison - <https://www.nicco.org.uk/>
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) - [Child sexual exploitation: guide for practitioners](#)
- County lines, Modern Slavery and the National Referral Mechanism – [County Lines](#) and [Modern slavery](#)
- Cybercrime - [NCA - Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre](#)

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- Domestic abuse - [Domestic abuse: specialist sources of support](#)
 - Drugs – [Advice for schools](#)
 - Health and Well-being - [Rise Above](#)
 - Homelessness - [Homelessness Reduction Act: policy factsheets](#)
 - Trafficking – [practical guidance](#)

APPENDIX 3 - Definitions and indicators of abuse

1. Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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.
- Abandoning and exposing children to harm

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

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

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness

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

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

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

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

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

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

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

6. Responses from parents/carers

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

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

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- Evidence of coercion and control.

7. Disabled children

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

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

APPENDIX 4 - Dealing with a disclosure of abuse

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

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

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- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
 - Do not tell the child that what s/he experienced is dirty, naughty or bad.
 - It is inappropriate to make any comments about the alleged offender.
 - Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
 - At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
 - As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
 - If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

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

Immediately after a disclosure

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

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

APPENDIX 5 - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for King Edward VI Aston School is Martin Downing (DSL) who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of our school in relation to protecting students from radicalisation and involvement in terrorism;

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- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
 - Raising awareness within our school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
 - Acting as the first point of contact within our school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
 - Collating relevant information in relation to referrals of vulnerable students into the Channel¹ process;
 - Attending Channel meetings as necessary and carrying out any actions as agreed;
 - Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

APPENDIX 6 - Preventing radicalisation

CYP are vulnerable to extremist ideology and radicalisation. Similar to protecting CYP from other forms of harms and abuse, protecting them from this risk is part of our schools' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

¹ Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a CYP is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The DSL should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

[Educate Against Hate](#) is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

APPENDIX 7 - child on child abuse

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children 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;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging 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.

What is sexual violence and sexual harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/135 as described below:

Rape: A person (A) commits an offence of rape if:

- he intentionally penetrates 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 or anus of another person (B) with a part of her/his body or anything else,
- the penetration is sexual,
- B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if:

- s/he intentionally touches another person (B),
- the touching is sexual,
- B does not consent to the touching and A does not reasonably believe that B consents.

Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if:

- s/he intentionally causes another person (B) to engage in an activity,
- the activity is sexual,
- B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information about consent can be found here: [Rape Crisis](#)

- Sexual consent - a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16
- sexual intercourse without consent is rape
-

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to:

- violate a child's dignity,
- and/or make them feel intimidated, degraded or humiliated
- and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

-
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
 - displaying pictures, photos or drawings of a sexual nature;
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images and/or videos.

As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence.

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the DSL (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive, as is sharing of unwanted explicit content and upskirting.

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of Keeping Children Safe in Education 2021.

As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or a deputy).

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

APPENDIX 8 OPERATION ENCOMPASS – DOMESTIC ABUSE

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about **all** police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All schools staff and Governors can undertake the online training.

Our DSL undertook training on 06/10/22

Our DDSLs undertook training on Sept 2022

All staff have been briefed about Operation encompass on 13/10/22.

Our parents have been informed that we are an Operation Encompass school and we ensure that when a new child joins our school the parents/carers are informed about Operation Encompass.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

As a staff we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Designated safeguarding Lead will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When Head Teacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

APPENDIX 9

RESPONDING TO A SAFEGUARDING CONCERN OR ALLEGATION MADE ABOUT A STAFF MEMBER

Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors 353. Schools and colleges should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors. 354. This part of the guidance has two sections covering the two levels of concerns and allegations: 1. Concerns / allegations that may meet the harm threshold. 2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as ‘low-level concerns’. 355. These procedures should be consistent with local safeguarding procedures and practice guidance. Section one: Concerns or allegations that may meet the harm threshold 356. This part of the guidance is about managing cases of concerns/allegations that might indicate a person would pose a risk of harm¹²⁶ if they continue to work in their present position, or in any capacity with children in a school or college. In this part (section one) of the guidance reference is made to ‘allegation’ for ease. This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for persons under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

¹²⁶ The harm test is explained in the Disclosure and Barring service Guidance: Making barring referrals to the DBS and Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002 88 357. The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. 358. Where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO). 359. It is important that policies and procedures make clear to whom allegations should be reported (as set out at paragraph 72) and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

Concerns or allegations that do not meet the harm threshold 424. Governing bodies and proprietors should have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to in this guidance as ‘low-level’ concerns. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. Low-level concerns 425. As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including 101 supply teachers, volunteers and contractors) are dealt with promptly and appropriately. 426. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded

and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern? 427. The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

428. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. 429. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. 430. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should 102 also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.