



Safeguarding and Child Protection Policy September 2025

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1. Introduction

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

Safeguarding and promoting the welfare of children/young people is defined as

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

Children includes everyone under the age of 18.

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

Please refer to KCSIE Part One, Part 5 and Annex A

- *Safeguarding information for all staff members*
- *What academy staff members should know and do*

A child centred and coordinated approach to safeguarding

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

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

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

Staff members are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All staff members should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All staff members have responsibility to provide a safe environment in which children can learn

2. Overall Aims

This policy will contribute to the protection and safeguarding of our children and young people and promote their welfare by: • Adopting a whole academy approach to safeguarding • Ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in academies • Clarifying standards of behaviour for staff members, children, and young people • Contributing to the establishment of a safe, resilient, and robust ethos in the academies, built on mutual respect and shared values • Introducing appropriate work within the curriculum • Encouraging children, young people, parents and carers to participate • Alerting staff members to the signs and indicators that all may not be well • Developing staff member awareness of the causes of abuse, neglect and exploitation • Developing staff member awareness of the risks and vulnerabilities their children and young people face • Addressing concerns at the earliest possible stage • Reducing the potential risks children and young people face of being exposed to multiple harms including violence, extremism, exploitation, discrimination, or victimisation • Recognising risk and supporting online safety for learners, including within the home • Ensuring appropriate filtering and monitoring systems are in place, and that their effectiveness is regularly reviewed.	<i>This means that in our academies we will:</i> • <i>Identify and protect all children and young people especially those identified as vulnerable</i> • <i>Identify individual needs as early as possible; gain the voice and lived experience of vulnerable children and young people and design plans to address those needs</i> • <i>Work in partnership with children/ young people, their parents/carers, and other agencies</i> <i>Our policy extends to any establishment our academies commission to deliver education to our children and young people on our behalf including alternative provision settings. Where an academy places a learner with an alternative provision provider, it continues to be responsible for the safeguarding of that learner and should be satisfied that the placement meets the learner's needs.</i> <i>Our Trustees will ensure that any commissioned agency will reflect the values, philosophy, and standards of our academies. Confirmation should be sought from the academy that appropriate risk assessments are completed, and ongoing monitoring is undertaken.</i> <i>Our Trust will use the DfE 'plan technology for your school service' to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.</i> https://www.gov.uk/guidance/plan-technology-for-your-school <i>To support our educational use of generative artificial intelligence safely, our Trust will refer to the DfE's guidance on Generative AI: product safety expectations</i>
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3. Guided Principles

• These are the seven guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in <u>Right Help, Right Time</u>): • Have conversations and listen to children and their families as <u>early</u> as possible • Understand the child's lived experience • Work <u>collaboratively</u> to improve children's life experience	<i>This means that in our academies, all staff members will be aware of the guidance issued by Birmingham and/or Solihull's Safeguarding Children Partnership, Right-Help-Right-Time and procedures for Early Help.</i> <i>All staff members will be enabled to listen to and understand the lived experience of</i>
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• Be <u>open</u>, honest and transparent with families in our approach • <u>Empower</u> families by working with them • Work in a way that builds on families' <u>strengths</u> • Build <u>resilience</u> in families to overcome difficulties. 3.1 In addition the Board has identified the following key safeguarding messages for academies: • Every child and young person are entitled to a rich and rounded curriculum • Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of academy life such as safeguarding • When issues arise, the Principal should speak out, addressing them internally where possible and escalating when this is unsuccessful.	<i>children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.</i> <i>Any child may benefit from academy or LA early help, but all staff members will be particularly alert to the potential need for early help for a child who may be vulnerable as outlined in para18 KCSIE 2024.</i> <i>It also means that where early help is appropriate, the designated safeguarding lead/deputy will liaise with other agencies and complete an interagency assessment as appropriate. If required to, other members of staff will also support other agencies and professionals in an early help assessment, and in some cases, and where it is appropriate to do so, act as the lead practitioner.</i> <i>Early help cases will be kept under constant review, and if the child's/young person'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.</i>
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4. Expectations

All staff members and visitors will: • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse, neglect and exploitation (See Appendix 1 for current definitions and indicators) • Record their concerns and give the record to the DSL or a deputy DSL • Deal with disclosures of abuse from children and young people in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible • Be involved, where appropriate, in the implementation of individual academy-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans. • Raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistleblowing Code.	<i>This means that in our academies:</i> <i>All staff members will receive annual safeguarding training and regular update briefings as appropriate.</i> <i>Key staff members will undertake more specialist safeguarding training as agreed by the governing body.</i> <i>Our Governors and Trustees will be subjected to an enhanced DBS check and 'Section 128' check.</i> <i>We will follow Safer Recruitment processes and checks for all staff members.</i> <i>Appropriate arrangements and assurances will be made should organisations or individuals hire or rent out an academy's facilities/premises to ensure safeguarding</i>
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and child protection policies and procedures are upheld. Failure to comply with these conditions would lead to termination of the lease or hire agreement.

5. The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with staff members about children's/young people's welfare, safeguarding and child protection concerns.
- Governing bodies and proprietors should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties (see appendix 8).
- Safeguarding and child protection information will be dealt with in a confidential manner.
- The DSL will ensure that the academy is clear on parent/carer responsibility for learners on roll, and report all identified private fostering arrangements to the local authority.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child and young person: the academy will not keep family files. Files will be kept for at least the period during which the child or young person is attending the academy, and beyond that in line with current data legislation and guidance.
- When holding and sharing information, records will include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome.
- If a child or young person moves on from one of our academies, child protection and safeguarding records will be forwarded on to the DSL at the new school or college, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two establishments may be necessary, especially regarding transfer from primary to secondary school and post 16.
- All in-year applications and transfers will also be reported to the local authority.
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection

This means the DSL in our academies will be a member of the senior leadership team. In addition to this, each of our academies will have a safeguarding team with Deputy DSLs.

Any steps taken to support a child/young person who has a safeguarding vulnerability will be reported to the lead DSL.

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

Because we use CPOMS and store our records electronically we do not hold paper files.

We will not disclose to a parent/carer any information held on a child/young person if this puts the child at risk of significant harm.

We will record where and to whom the records have been passed on to and the date. This will allow the new setting to continue to help the child/young person and have that support in place for when the child/young person arrives.

DSLs will liaise with their Principal to inform them of issues especially ongoing enquires under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children/young people to have access to an appropriate adult.

(including online safety and understanding the filtering and monitoring systems and processes in place).	<i>At Summit Learning Trust we will ensure each of our academies have appropriate filtering and monitoring systems in place. We will ensure that our DSLs, leadership teams, and relevant staff members have an awareness and understanding of the filtering and monitoring provisions in place, know how to manage and review them effectively and know how to escalate concerns when identified.</i>
5.1 In addition the following procedures are in place: • There will be a named DSL(s) on call during academy breaks (half term and end of term school and college holidays) • If the named DSL(s) during the period of school and college holidays are not able to be contacted, staff members will report to the Designated Officer in Birmingham Children's Trust (LADO).	
Academies will fulfil their local and national responsibilities as laid out in the following documents: • <u>Working Together to Safeguard Children (DfE)</u> • <u>Keeping Children Safe in Education</u> • <u>West Midlands Safeguarding Children Procedures</u> • <u>The Education Act 2002 S175</u> • <u>General Data Protection Legislation (2018)</u> • <u>Mental Health & Behaviour in Schools</u> • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> • Birmingham Safeguarding Children Partnership threshold guidance https://lscpbirmingham.org.uk/working-withchildren/right-help-right-time • <u>Multi-agency Statutory Guidance on Female Genital Mutilation</u> • <u>Protecting Children from Radicalisation: The Prevent Duty, 2015</u> (Updated March 2024) • <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u> • <u>Birmingham RSE Primary Offer</u> • <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people</u> • <u>Voyeurism Offences Act 2019</u> • <u>DfE statutory guidance on Children Missing Education</u> • <u>DfE Behaviour in school's guidance</u> https://www.gov.uk/government/publications/behaviour-in-schools--2 • <u>Mandatory-reporting-of-female-genital-mutilation-procedural-information</u> (Updated January 2020)	<i>Each academy has a named person who takes the lead in the following areas:</i> • Data Protection Officer • Rights Respecting link (primary and secondary academies only) • Lead for Mental Health • Safeguarding Governor • Operation Encompass Key Adult (See Appendix 9

6. 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 of their home, either by adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focusing on an individual.

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7. Mental Health

KCSIE requires all staff members to be aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health information has been added to help academies prevent and tackle bullying and support learners whose mental health problems manifest themselves in behaviour.

The promoting and supporting mental health and wellbeing in schools and colleges guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their learners.

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

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

Schools and colleges may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.

In our academies this means that:

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

8. Designated Teacher for Looked After (Child in Care) and Previously Looked After Children

The governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered learners who are looked after.

- Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

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

- Children and young people with a social worker may face barriers to education because of complex circumstances

- Effective support for children and young people with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child or young person is able to make progress.

- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children and young people.

In our academies the Designated Teacher will:

- *Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child/young person's personal education plan.*

- *Work with the Virtual School headteacher to promote the educational achievement of previously looked after children, children in care and children in kinship care.*

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

DSLs will keep the details of the local authority's advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

9. The Governing Body

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

- The academies operate "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff members and relevant volunteers (including members of the governing body)
- The Principal and all other staff members who work with children and young people undertake safeguarding training on an annual basis with additional updates as necessary

In our academies this means that:

All governors must have read part 1 and 5 of 'KCSIE'

Each academy will have a nominated safeguarding and child protection governor.

within a two-year framework and a training record maintained • Temporary staff members and volunteers are made aware of the academy's arrangements for safeguarding & child protection and their responsibilities • The academies remedy any deficiencies or weaknesses brought to its attention without delay • The governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers, or governors that complies with all local authority procedures • The Nominated Governor for safeguarding is responsible for liaising with the Principal and DSL over all matters regarding safeguarding and child protection issues. The governor's role is strategic rather than operational – they will not be involved in concerns about individual learners. Each Local Governing Body and proprietors 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 (KCSIE '24 para 81-91).	<i>This governor will receive safeguarding training relevant to their governance role and this will be updated every two years.</i> <i>The Chair of each Local Governing Body will ensure that all governors receive appropriate safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place) 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 are effective and support the delivery of a robust whole academy approach to safeguarding. Their training should be regularly updated,</i> <i>The governing body will review all policies/procedures that relate to safeguarding and child protection annually.</i> <i>A member of the governing body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children's Trust/Solihull LSCP in the event of allegations of abuse being made against the Principal.</i> <i>The Nominated Governor will liaise with the Principal and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.</i>
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10. Safer Recruitment and Selection

The academy should follow part 3 of 'Keeping Children Safe in Education' (KCSIE) and pay full regard to 'Safer Recruitment' requirements including but not limited to: • verifying candidates' identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check	<i>This means that in our academies staff members and members of the local governing body will have undertaken Safer Recruitment training.</i> <i>One of these will be involved in all recruitment processes and sit on the recruitment panel.</i> <i>Potential applicants will be given the right messages about the academy's commitment to recruiting suitable people. Both mandatory and additional</i>
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any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children and young people. Evidence of these checks must be recorded on the Single Central Record. All recruitment materials will include reference to the academy's commitment to safeguarding and promoting the wellbeing of learners.	<i>pre-appointment vetting checks will be carried out including carrying out an online search as part of the academy's due diligence when shortlisting candidates. Candidates will be informed that online searches will be carried out as part of this due diligence process.</i> <i>Visitors who are in their professional capacity will be asked to provide ID and proof that their DBS checks have been carried out. Under no circumstances will a visitor for whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Appropriate risk assessments and measures will be made on an individual basis depending on the nature of the work being undertaken (regard to Part 3 (iii) of KCSIE will be had).</i> <i>Where an academy uses a contractor to provide a service, ID checks and safeguarding requirements will be set out in the contract between the organisation and the academy. Any contractor or employee of the contractor who is to work within the academy must be subject to the appropriate level of DBS.</i> <i>Under no circumstances will a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children/young people in our academies.</i>
10.1 Induction All staff members must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.	<i>Our staff member induction process in academies will cover:</i> <i>The Safeguarding & Child Protection policy</i> <i>The Behaviour Policy</i> <i>The Staff Code of Conduct</i> <i>The safeguarding response to children and young people who go missing from education</i> <i>The role of the DSL (including the identity of the DSL and any deputies)</i>
10.2 Staff member support - Regular safeguarding supervision will be offered to the Lead DSL within each academy. - Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the academy - DSLs will be supported to access training as appropriate including training in behaviour and mental health	<i>Copies of policies and a copy of part one of KCSIE is provided to staff members at induction.</i> <i>We recognise the importance of practice oversight and multiple</i>

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

perspectives in safeguarding and child protection work. We will support staff members by providing opportunities for reflective practice including an opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

11. The use of reasonable force

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

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

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

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of the classroom. Government advice for 'Use of Reasonable Force in Schools' is available [here](#).

This means in our academies: By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.

We will write individual behaviour plans for our more vulnerable children and young people and agree them with parents and carers.

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

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

12. The academy's role in the prevention of abuse, neglect and exploitation

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of each academy, which should ensure that our children and young people:

- are treated with respect and dignity
- are taught to treat each other with respect
- feel safe
- have a voice and are listened to

Schools and colleges play a crucial role in preventative education. Statutory guidance will inform and guide the teaching of relevant topics and safeguarding issues, including online safety, child on child abuse, sexual harassment, and extra familial harm (multiple harms) and will be addressed through the curriculum in an age-appropriate way. Effective education will also be tailored to the specific needs and vulnerabilities of individual children, including children with SEND.

This means that in our academies:

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

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

All our policies which address issues of power and potential harm will be interlinked to ensure a whole academy approach.

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

The DfE filtering and monitoring standards will be used to ensure our academies:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

In addition to the above, and with the support of our central IT team, our academies will refer to the

Cyber security standards for schools and colleges for guidance on security protection and cyber-crime.

Relevant members of staff will undertake appropriate training so that they can reasonably limit learner's exposure to online risks. This will include understanding the filtering and monitoring systems in place and knowing how to review their effectiveness.

We will continue to take appropriate action to meet the [Cyber security standards for schools and colleges](#) to develop our resilience against cyber security attacks.

13. What we will do when we are concerned – Early Help response

Where unmet needs have been identified for a child or young person utilising the [Right-Help-Right-Time](#) (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The child/young person's voice must remain paramount within a solution focused practice framework.

For learners resident in Birmingham the primary assessment document is [the Early Help Assessment \(EHA\)](#). Appropriate documentation will be used for learners residing in other Local Authorities.

If a Think Family or social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, seeking advice from [Children's Advice and Support Service \(CASS\)](#) in Birmingham or the relevant Multi-Agency Safeguarding Hub (MASH).

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

This means that in our academies we will: implement [Right-Help-Right-Time](#)

All staff members will notice and listen to children and young people, sharing their concerns with the DSL in writing.

All staff members will be aware that some children/young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise that their experiences as harmful. This will not prevent staff members from having a professional curiosity and speaking to the DSL if they have concerns about a child/young person.

Safeguarding leads will assess, plan, do and review plans.

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

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

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

14. Safeguarding children and young people who are vulnerable to radicalisation

From 1st July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015 and revised Prevent Duty 2023) The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.	<i>This means that in our academies:</i> <i>We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.</i> <i>Children and young people and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.</i> <i>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.</i>
14.1 Risk reduction The academy governors, Principal and the DSL will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RHE/RSHE/PSHE curriculum, SEND policy, assembly programme, the use of academy premises by external agencies, anti-child on child abuse and bullying policy and other issues specific to the academy's profile, community and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to our academy. An example of this can be found <u>here</u>: The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5. The academy will monitor online activity (within the academy or via remote academy-based access/devices) to ensure that inappropriate sites are not accessed by children and young people or. As part of this process, the governing body will ensure that the academy has appropriate filters and monitoring systems in place and regularly review their effectiveness. The academy has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).	<i>We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children and young people from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to</i> <i>Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of each academy's safeguarding duty.</i> <i>All of our academies have a Prevent Single Point of Contact (SPOC).</i> <i>All staff members within our academies will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.</i> <i>We will use specialist online monitoring software, which in our academies is called Smoothwall.</i>

	<i>Our academies will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.</i>
14.2 Channel Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to: • Establish an effective multi-agency referral and intervention process to identify vulnerable individuals; • Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and • Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability. Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.	

15. Children and young people who are vulnerable to exploitation, trafficking, or so called ‘honour-based’ abuse (including female genital mutilation and forced marriage)

With effect from October 2015, all academies are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary action. The teacher will also discuss the situation with the DSL who will consult Birmingham Children’s Trust or other relevant authority before a decision is made as to whether the mandatory reporting duty applies. Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the partial or full cutting of a girl’s clitoris and labia, for non-medical reasons, nearly always on girls between four and 12 years old. FGM is considered child abuse in the UK and is illegal. It is a grave violation of the human rights of girls and women. Honour-based violence is a violent crime or incident which may have been committed to protect or defend the honour of a family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. Forced marriage is a marriage in which one or both of the parties are married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage,	<i>This means that in our academies we ensure:</i> <i>Our staff members are supported to talk to families and local communities about sensitive concerns in relation to their children and young people and to find ways to address them together wherever possible.</i> <i>All staff members are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</i> • <i>Forced marriage.</i> • <i>FGM</i> • <i>Sexual violence and harassment</i> • <i>Honour based abuse.</i> • <i>Trafficking</i> • <i>Criminal exploitation and gang affiliation</i>
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in which both parties' consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse. Duress is involved. Duress can include physical, physiological, financial, sexual, and emotional pressure.

Trafficking is abuse. It is defined as recruitment, transportation, transfer, harboring or receipt of a person for the purpose of exploitation.

There is a Summit Learning Trust glossary of safeguarding terms published on each of the academy websites.

Our staff members will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lessons.

16. Children missing education

A child or young person going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse, and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and children missing from education will be coordinated with safeguarding interventions.

The academy must work with the local authority children's services where school absence indicates a safeguarding concern as set out in [Working together to improve school attendance](#).

The academy must notify the local authority of any learner who has been absent without the academy's permission for a continuous period of 5 days or more after making reasonable enquiries.

The academy (regardless of designation) must also notify the local authority of any learner who is to be deleted from the admission register under any of the prescribed regulations outlined in the The School Attendance (Pupil Registration) (England) Regulations 2024.

All staff members have an awareness of safeguarding issues that can put children and young people at risk of harm, including unexplainable and/or persistent absences. A support first approach is adopted by our academies as well as procedures set out in our Attendance Policy that challenge and hold learners, and their parents/carers to account for unauthorised absence.

This means that in our academies we will: Hold two or more emergency contact numbers for each learner.

Ensure all attendance work is done in collaboration with the DSL/safeguarding team.

Adapt our attendance monitoring on an individual basis to ensure the safety of each child or young person in our academies.

Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children and young people that would be considered 'missing in education'.

Work closely with the local authority's CME Team, School Admissions Service, Education Legal Intervention Team, Elective Home Education Team and Birmingham/Solihull's Children's Trust or other relevant organisations.

17. Child on child abuse

The KCSIE guidance requires that additional information about child-on-child abuse should be included in schools' and colleges' child protection policies, including para; 446-

This means that in our academies:

All staff members will receive training on child-on-child abuse.

bulletpoint 1 “a statement which makes clear there should be a zero-tolerance approach to abuse”.

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

The school or college's values, ethos and behaviour policies should provide the platform for staff members and learners to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child-on-child abuse i.e., that it is more likely that girls will be victims and boys' perpetrators.

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. Schools and colleges should explain to their learners that the law is in place to protect them rather than criminalise them.

Schools and colleges should recognise the impact of sexual violence, and the fact children and young people can, and sometimes do, abuse their peers in this way.

Schools and colleges should also consider the importance of understanding intra familial harms and any necessary support siblings require following incidents of sexual violence and/or sexual harassment.

When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

Child-on-child abuse may include the following, alleged behaviour that:

- Is serious, and potentially a criminal offence

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

We fully understand that even if there are no reports of child-on-child abuse in an academy it may be happening. As such all our staff members, children and young people are supported to:

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

All staff members are also aware that some children/young people 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 experience as harmful. This will not prevent staff members from having professional curiosity and speaking to the DSL if they have concerns about a child/young person.

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

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

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

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

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

Our DSL will follow the local good practice guide

[Responding to harmful sexual behaviour school guidance](#)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Could put learners in the academy at risk is violent • Involves learners being forced to use drugs or alcohol • Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes). | |
|--|--|

17.1 Procedures for staff members dealing with allegations of child-on-child abuse

If a learner makes an allegation of abuse against another learner:

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

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

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, as well as male learners), and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate learners about appropriate behaviour and consent
- Ensure learners can easily and confidently report abuse using our reporting systems
- Ensure staff members reassure victims that they are being taken seriously.

Ensure staff members are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in an academy, it does not mean it is not happening – staff members should maintain an attitude of “it could happen here”
- That if they have any concerns about a child/young person's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children and young people can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation

- A child's behaviour might indicate that something is wrong
- That certain children and young people may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a learner harming a peer could be a sign that the child or young person is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child or young person may be at risk from it
- That they should speak to the DSL if they have any concerns.

17.3 Sharing of nudes and semi-nudes ('sexting')

This is a suggested approach based on [guidance from the UK Council for Internet Safety](#) for all staff and for DSLs and senior leaders.

Staff member responsibilities when responding to a 'sexting' incident

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

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

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

Initial review meeting

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

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

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

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

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

Further review by the DSL

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

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

Informing parents/carers

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

Referring to the police

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

Recording incidents

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

Curriculum coverage

Learners are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationship's education, relationships and sex education, pastoral programme and computing programs. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

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

Learners also learn the strategies and skills needed to manage:

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

17.4 Reporting systems for our learners

Where there is a safeguarding concern, we will take the child/young person's feelings into account. We recognise the importance of ensuring learners feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for learners to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for learners.

Make it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Ensure staff members are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in an academy, it does not mean it is not happening – staff members should maintain an attitude of “it could happen here”
- That if they have any concerns about a child/young person's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children and young people can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
 - That certain children and young people may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a learner harming a peer could be a sign that the child or young person is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child or young person may be at risk from it
- That they should speak to the DSL if they have any concerns.

18. Criminal Exploitation

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

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

Some specific forms of Child Criminal

Exploitation (CCE) can include children/young people being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or

pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

This means that in our academies we will: Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to

CASS/MASH for any children and young people in our academies we are concerned about.

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

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

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

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not

be the same, however colleagues should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation (CSE). Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County lines is the police term for urban gangs supplying drugs to suburban areas/market or coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for:

- Going missing from school or home and / or being found out-of-area (though criminal gangs are becoming 'wise' to this method of identifying children that have been exploited and are moving to exploit children in the local area to avoid notice)
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns

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

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

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

Preventing youth violence and gang involvement:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March201](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

[5.pdf](#)

County Lines:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Contextual Safeguarding Network:

<https://www.contextualsafeguarding.org.uk/>

- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

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

Serious violence indicators include:

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

Part Two: Key Procedures

Responding to concerns about a child/young person

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

CONCERN ABOUT A CHILD:

Speak to Designated Safeguarding Lead (DSL) if urgent.

Record on electronic recording system (CPOMS).

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

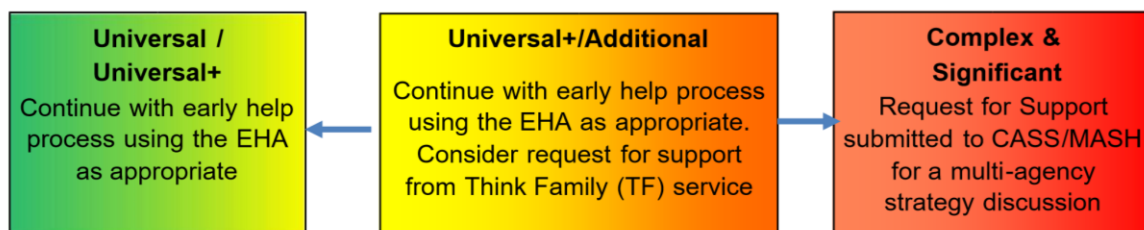
DSL reviews concerns and decides next steps referring to Right Help Right Time (RHRT)

- Considers discussing concerns with parents / carers and seeks consent where appropriate.
- Considers completing Early Help Assessment (EHA).

At any point consider seeking advice:

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

In case of emergency phone police on 999



19. Involving parents and carers

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

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

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

Parents/carers will be regularly reminded about the importance of children and young people keeping safe online, along with the filters and monitoring systems used within the academy. Home learning set including recommended sites to access, will be shared with parents/cares so that they are aware of what their child has been asked to do online.

20. Multi-agency work

We work in partnership with other agencies in line with [Right-Help-Right-Time](#) to promote the best interests of our children and young people and keep them as a top priority in all decisions and actions that affect them. Our academies will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. **These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888/ appropriate LA MASH.** Where the child or young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

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

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

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

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

The DSL will liaise with the Principal to inform them of any new or ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the Requirement for children and young people to have access to an appropriate adult.

PACE <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019accessible>

Note

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

Locally, the three safeguarding partners (the local authority; integrated care board for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children and young people, including identifying and responding to their needs.

Our academies, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.

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

21. Our role in supporting children and young people

Our academy staff will offer appropriate support to individual learners who are at risk of, have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.

Our academies' contribution to the Local Domestic Abuse Prevention Strategy will be through the adoption and implementation of Operation Encompass. Staff members recognise that domestic abuse can encompass a wide range of behaviours and may be a single incident, or a pattern of incidents. It is understood that abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children and young people can be victims of domestic abuse. They may see, hear, or experience the effects of domestic abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

It is also understood that extra-familial harms can also take form in a variety of different ways and children/young people can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Our academy staff members will undergo safeguarding and child protection training (including online safety which, amongst other aspects, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and receive regular updates to continue to provide them with the relevant skills and knowledge to safeguard children effectively. The effectiveness of appropriate filtering and monitoring systems on academy devices and academy networks will continue to be regularly monitored.

Our staff members will be aware that some children/young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise that their experiences as harmful. This will not prevent staff members from having a professional curiosity and speaking to the DSL if they have concerns about a child/young person.

Families open to Early Help may be supported by a 'Family Plan'. Schools or other key agencies supporting the family may be the lead professional for this plan. The plan will be devised, implemented and reviewed regularly for these children and young people. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

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

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

22. Responding to an allegation about a member of staff, including supply teachers, volunteers and contractors

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

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

- Behaved in a way that has harmed a child/young person or may have harmed a child/young person
- Possibly committed a criminal offence against or related to a child/young person; or
- Behaved in a way that indicates they may not be suitable to work with children or young people (as set out in part 4 of KCSIE)
- Behaved towards a child/young person in a way that indicated they may pose a risk of harm to children.

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

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

Allegations or concerns about staff members, colleagues and visitors must be reported directly to the Principal who will liaise with the relevant Local Authority Designated Officer (LADO) Team who will decide on any action required. Should any low-level concerns be raised to the DSL about staff members, supply agencies, volunteers or contractors the DSL should inform the Principal in a timely fashion according to the nature of the low-level concern, so that a decision can be made about the threshold for a LADO referral. Supply staff and contractor employees should also be informed of the reporting process, so that any potential patterns of inappropriate behaviour can be identified.

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

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

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

Our academies recognise that all learners have a right to be safe. Some learners may be more vulnerable to abuse, for example those with a disability or special educational need.

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

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

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

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

24. Children and young people who are lesbian, gay, bi, trans (LGBT) or questioning their gender

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children/young people. In some cases, a child/young person who is perceived by other children/young people to be LGBT (whether they are or not) can be just as vulnerable as children/young people who identify as LGBT.

Risks can be compounded where children/young people who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff members endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum and there is a range of support available to help schools counter homophobic, bi-phobic, and transphobic bullying and abuse.

For children and young people questioning their gender there remains many unknowns about the impact of social transition, as such, when supporting a gender questioning child, our academies will take a holistic approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Our academies will refer to the DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how best to support a learner who is questioning their gender.

25. Children and young people in specific circumstances

Private Fostering

Whilst the majority of private fostering arrangements will not place a child or young person at risk, many private fostering arrangements remain hidden, do not seek the views and wishes of the child or young person or meet their safety or welfare needs. This can leave some children vulnerable to abuse, neglect and exploitation.

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

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

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

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

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

26. Links to additional information about safeguarding issues and forms of abuse

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

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

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regionalsafeguardingguidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regionalsafeguardingguidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regionalsafeguardingguidance/neglect Children who abuse others West Midlands Safeguarding Children Group https://undressed.lgfl.net/ https://www.csacentre.org.uk/knowledge-in-practice/practiceimprovement/supporting-practice-in-tackling-child-sexual-abuse/	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regionalsafeguardingguidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/youngwitness-bookletfor-5-to-11-year-olds https://www.gov.uk/government/publications/youngwitness-bookletfor-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regionalsafeguardingguidance/children-missing-from-care-homeand-education http://westmidlands.procedures.org.uk/pkotx/regionalsafeguardingguidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psy_choactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alco_hol.html http://westmidlands.procedures.org.uk/pkpzo/regionalsafeguardingguidance/children-of-parents-who-misusesubstances	Birmingham Police and Schools Panels

Issue	Guidance	Source
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regionalsafeguardingguidance/domestic-violence-and-abuse https://www.operationencompass.org/	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regionalsafeguardingguidance/child-sexual-exploitation Birmingham criminal exploitation and gang affiliation practice guidance 2018 Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018 https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit https://shorespace.org.uk/	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regionalsafeguardingguidance/self-harm-and-suicidal-behaviour	West Midlands Safeguarding Children Procedures
Online	http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group Teaching online safety in school https://www.gov.uk/government/publications/education-for-aconnected-world https://www.gov.uk/government/publications/sharing-nudes-andsemi-nudes-advice-for-education-settings-working-with-childrenand-young-people/sharing-nudes-and-semi-nudes-advice-foreducation-settings-working-with-children-and-young-people https://www.thinkuknow.co.uk/	West Midlands Safeguarding Children Procedures Birmingham Police and Schools Panels DfE

	https://www.gov.uk/government/publications/harmful-onlinechallenges-and-online-hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.	
Private Fostering	https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let-us-know-if-you-re-looking-after-someone-elses-child	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional safeguarding guidance/safeguarding-children-and-youngpeople-againstradicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Special Educational Needs	SEND Code of Practice 0 to 25 years https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Supporting Pupils at School with Medical Conditions https://www.gov.uk/government/publications/supporting-pupils-atschool-with-medical-conditions--3 The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network/findyour-local-ias-service Mencap – https://www.mencap.org.uk/ Represents people with learning disabilities, with specific advice and information for people who work with children and young people NSPCC Safeguarding children with special educational needs and disabilities (SEND) NSPCC Safeguarding Deaf and disabled children and young people Safeguarding child protection/deaf and disabled children and young people	KCSIE 2023

Violence	http://westmidlands.procedures.org.uk/pkplh/regionalsafeguardingguidance/sexually-active-children-and-youngpeople-including-underage-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children https://policeandschools.org.uk/KNOWLEDGE%20BASE/ http://westmidlands.procedures.org.uk/pkpzs/regionalsafeguardingguidance/children-affected-by-gang-activityand-youth-violence https://www.gov.uk/government/policies/violence-againstwomen-andgirls <u>West Midlands Regional Safeguarding</u> <u>Children Group</u> https://www.gov.uk/government/publications/the-right-to-choosegovernment-guidance-on-forced-marriage https://shorespace.org.uk/	West Midlands Safeguarding Children Procedures
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Part Three: Quality Assurance, learning from Cases and Continuous

27. Quality assurance

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

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data academies generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

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

Academies, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.

Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided. Our DSLs (and their deputies) will familiarise themselves with this document.

This means that in our academies:

We will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

We will contribute quality and accurate data to inform multi-agency audits and practice reviews.

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

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

1. How much did we do? (Numbers)

2. How well did we do it? (Whole academy; File and themed audits, partner agency, learner/parent feedback)

3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)

4. Is anyone better off? (Impact)

We will ensure that our academies familiarise themselves with the local early help assessment thresholds in support of their children/young people and their families.

26.1 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews

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

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

This means that in our academies:

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

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

Part Four: Appendix

Appendix 1: Definitions and indicators of abuse

1. Neglect

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

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

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

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

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

2. Physical abuse

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

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/carers being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual abuse

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

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

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

4. Sexual exploitation

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

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

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

5. Emotional abuse

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

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

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

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

6. Responses from parents and carers

Research and experience indicate that the following responses from parents or carers 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/young person 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/young person
 - Unrealistic expectations or constant complaints about the child/young person
- Alcohol misuse or other drug/substance misuse
- Parents or carers request removal of the child/young person from home; or violence between adults in the household
- Evidence of coercion and control.

7. Disabled children and young people

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

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

8. Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of the academy and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children and young people abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

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

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

Staff members are aware of the importance of making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

Sexual violence and sexual harassment can occur:

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

Sexual violence and sexual harassment exist on a continuum and may overlap.

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

If a victim reports an incident, it is essential that staff members make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children and young people with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children/young people are at greater risk.

Staff members should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

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

Appendix 2: Dealing with disclosure of abuse

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

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

NB – it is not educational staff members’ 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.

Ensure careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff members not to view or forward illegal images of a child.

[Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Immediately after a disclosure

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

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

Appendix 3: Allegations about a member of staff, supply teacher, contractor, governor or volunteer

1. Inappropriate behaviour by staff members/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards children, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child or young person makes an allegation about a member of staff, supply teacher, contractor, governor, trustee, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation themselves or interview learners. However, they should ensure that all investigations, including those into supply staff members and contractors, are completed appropriately.
3. The Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify **Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669)/the relevant Local Authority Designated Officer**. The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust/Solihull LSCP* to address the needs of children or young people likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the learner. These should be addressed through the academy's own internal procedures.
 - If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded in the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Principal, then the Trust DSL takes on the role of liaising with the LADO Team in determining the appropriate way forward and informs the Chair of the governing body. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child protection procedures.

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

5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.
6. Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school 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, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

Appendix 4: Definitions and indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSIE 2023 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:

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

The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSIE 2023 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff members are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity crisis** – the learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal crisis** - the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **Personal circumstances** - migration; local community tensions; and events affecting the learner’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - **Unmet aspirations** – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
 - **Special educational need** - learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

7. More critical risk factors could include:

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

Appendix 5: Preventing violent extremism

Roles and responsibilities of the Single Point of Contact

Ensuring that staff members of the academy are aware that you are the SPOC in relation to protecting learners from radicalisation and involvement in terrorism

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

Raising awareness about the role and responsibilities of the academy in relation to protecting learners from radicalisation and involvement in terrorism

Monitoring the effect in practice of the academy's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs

Raising awareness within the academy about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism

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

Collating relevant information in relation to referrals of vulnerable learners into the Channel ²

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.

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

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

Appendix 6: Online Safety

It is essential that learners are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety helps to protect and educate learners, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. We ensure there is appropriate filtering and monitoring on academy devices and networks and work closely with Smoothwall our digital safety provider to receive regular updates regarding online safety.

We ensure that online safety is a running and interrelated theme whilst devising and implementing our whole Trust approach to safeguarding and related policies and procedures. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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: 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.

DfE advice for schools: [teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

- UK Council for Internet Safety (UKCIS). [Education for a connected world](https://www.gov.uk/government/publications/education-for-a-connected-world) 39 guidance:

<https://www.gov.uk/government/publications/education-for-a-connected-world>

- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

- The UKCIS [external visitors guidance](https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

- National Crime Agency's [CEOP Education Programme](https://www.nca.gov.uk/ceop): Protecting children and young people from online child sexual abuse through education

Online: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors.

Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school academy staff members with regard to online safety issues.
- **Internet Watch Foundation**: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).
- **Childline/IWF**: Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.
- **UKCIS Sharing nudes and semi-nudes advice**: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images or videos (also known as sexting and youth-produced sexual imagery)

National Crime Agency's

CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.

- **LGFL 'Undressed'** provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Additional sources of support are listed within Annex B of KCSIE 2025 pg 167-168

Remote education

Guidance to support schools and colleges understand how to help keep learners and staff members safe whilst learning remotely can be found at Safeguarding and remote education - GOV.UK (www.gov.uk) and Providing remote education: guidance for schools - GOV.UK (www.gov.uk)

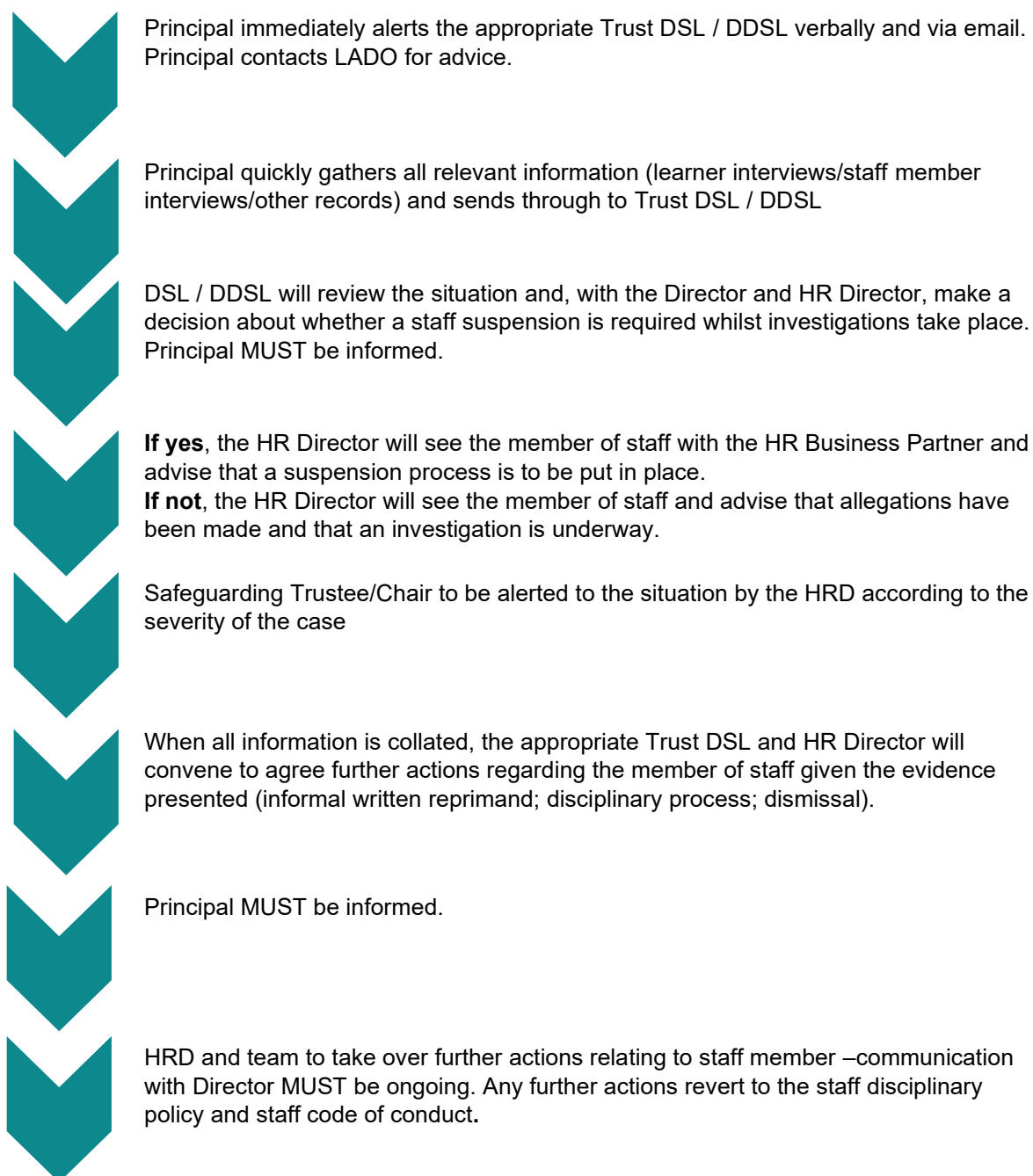
Appendix 7: Safeguarding processes for Central Teams

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

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

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

Safeguarding issue with member of staff – process



Responsibilities

Principal is responsible for contacting parents or carers as required, in liaison with a Trust DSL/DDSL and contacting the LADO. The Principal is then responsible for informing the appropriate Trust DSL/DDSL that this has happened, ensuring associated record keeping has been logged.

The appropriate Trust DSL/DDSL is responsible for checking that the Principal has made contact with the LADO, that record keeping has been logged, and advising the HR Director about appropriate actions for the staff member.

The HR Director is responsible for advising on and carrying out appropriate actions regarding the staff member and liaising with appropriate Trust DSL/DDSL, and Principal.

The appropriate Trust DSL/DDSL is responsible for leading the process with the staff member concerned including communications, meetings etc. and liaising with HR Director, Principal and where appropriate DSL.

Appendix 8: Roles of the Designated Safeguarding Lead (DSL)

Role Purpose:

- The DSL will take lead responsibility for safeguarding and child protection across the academy (including online safety). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children/young people.
- They will advise and support other staff members on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Main Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse, neglect and exploitation to the local authority children's social care
- Support staff members who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff members who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child/young person
- Refer cases to the police where a crime may have been committed.

Working with staff members and other agencies

- Act as a source of support, advice and expertise for all staff members
- Act as a point of contact with the safeguarding partners
- Inform the Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff members on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's/young people's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children/young people, including where families may be facing challenging circumstances
- Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children/young people in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's/young people's attendance, engagement and achievement at academy

The above includes:

- Ensuring the academy knows which children/young people have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff members to provide additional academic support or reasonable adjustments to help these children/young people reach their potential.

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely

- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)

Where children/young people leave the academy (including in year transfers):

- Ensure their child protection file is securely transferred to the new academy as soon as possible, separately from the main learner file, with a receipt of confirmation, and within the specified time set out in KCSIE
- Consider whether it would be appropriate to share any additional information with the new academy before the child/young person leaves, to help them put appropriate support in place.

Raising awareness

- Ensure each member of staff has access to, and understands, the academy's child protection policy and procedures, especially new and part-time staff members
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents or carers are aware that referrals about suspected abuse, neglect and exploitation may be made and the role of the academy in this
- Link with the safeguarding partner arrangements to make sure staff members are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and academy leadership staff members about the welfare, safeguarding and child protection issues that children/young people who have or have had a social worker are experiencing.

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of Annex C KCSIE
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually.

Providing support to staff members

- Support and advise staff members and help them feel confident on welfare, safeguarding and child protection matters
- Support staff members during the referrals process
- Support staff members to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children/young people

- Encourage a culture of listening to children/young people taking account of their wishes and feelings, among all staff members, and in any measures the academy may put in place to protect them
- Understand the difficulties that children/young people may have in approaching staff members about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the academy, with other academies and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals
- When holding and sharing information, records will include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.