SAFEGUARDING AND CHILD PROTECTION POLICY

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PART ONE: SAFEGUARDING POLICY

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1. INTRODUCTION

1.1 Safeguarding is defined as –

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

1.2 NICE is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- That every child has a right to an education and children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs - a happy, healthy, sociable child/young person will achieve better educationally;
- Schools must contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 NICE will fulfil their local and national responsibilities as laid out in the following documents:-

- Most recent issue of Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE) – 2024
- West Midlands Safeguarding children procedures
- The Education Act 2002 s175
- Mental Health and Behaviour in Schools
- Sharing nudes and semi nudes: advice for education settings working with children and young people
- General Data Protection Legislation (2018)
- Birmingham Safeguarding Children Partnership threshold guidance. Right help, right time.
- Recognising risk and supporting on line safety for children, including in the home.
- Human Rights Act 1998

This policy should be read in conjunction with the Policy for Intimate Care; Policy for Bullying, Behaviour and Discipline, Policy for Health and Safety, E-safety Policy and Whistle Blowing Policy

2. OVERALL AIMS

2.1 This policy will contribute to the protection and safeguarding of our pupils/students and promoting their welfare by:

- Adopting a Whole school approach to safeguarding;
- Clarifying standards of behaviour for staff and children;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging children and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their children face;
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation; and
- Recognising risk and supporting on line safety for pupils, including in the home.

2.2 This policy will contribute to supporting our pupils/students by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs as early as possible; and
- Designing plans to address those needs.

2.3 This policy will contribute to the protection of our pupils/students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents/carers and other agencies.

3. GUIDING PRINCIPLES

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

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

This means that at NICE, staff and governors will be aware if the RHRT guidance and procedures for Early Help issued by the Birmingham Safeguarding Children Partnership.

3.2 Where early help is appropriate the DSL will liaise with other agencies as needed. All staff will support other professionals in an early help assessment. Early help cases will be kept under constant review.

4. EXPECTATIONS

4.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Understand their role in relation to safeguarding.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors must be subjected to the enhanced DBS check and should be checked against the Teaching Regulation Agency '**Barred list**' (so called 'Section 128' check)
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead (Marie McCann); and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two (informing the Designated Safeguarding Lead immediately, and providing a written account as soon as possible).
- Staff and visitors are not permitted to have mobile phones in the classrooms and any smart watch camera must not be active.

4.2 All staff will receive annual safeguarding and child protection training and update briefings as appropriate. Key staff will undertake more specialist training as agreed by the Governing body.

4.3 All staff and students working with the children as well as students on work experience placement will be provided with a copy of the Child Protection Policy, Intimate Care Policy, E-safety Policy, Internet Use Policy and Social Media Policy and Whistle Blowing Policy with their contracts of employment or at the beginning of their placements and written agreement obtained that they will implement safe practices in their work.

Staff take part in up-dating these policies and provide their written agreement to them to the DSL.

Safeguarding disabled children's welfare is everybody's responsibility, and given that we know that disabled children are more vulnerable to abuse than non-disabled children, awareness amongst staff about safeguarding disabled children and what constitutes best practice, is essential.

4.4 Schools (including independent schools) are expected to give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002, section 157 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people; identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate. Schools also contribute through the curriculum by developing children's understanding, awareness and resilience. Ofsted inspect against the extent to which schools and colleges fulfil their safeguarding responsibilities.
- When a child has special educational needs or is disabled, the school will have important information about the child's level of understanding and the most effective means of communicating with the child. The school will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.
- When a child has special educational needs or is disabled, the school will have important information about the child's level of understanding and the most effective means of communicating with the child. The school will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.

5. THE DESIGNATED SAFEGUARDING LEAD (DSL)

5.1 Our DSL on the Senior Leadership Team is Marie McCann 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.

5.1.1 The deputy DSLs will support the DSL within the role and deputise when the DSL is not on-site. The deputies are Fiona Bilsborough and Maggie Lewis.

5.2 Governing bodies and proprietors should ensure an appropriate senior member of staff from the school or college leadership team is appointed to the role of DSL. This should be explicit in the role-holder's job description.

5.3 Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL in our school; the DSL will advise the Head Teacher as appropriate.

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

5.5 Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

5.6 Access to records by staff other than by the DSL will be restricted, and a record will be kept of who has had access to them, when and why they accessed them.

5.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

5.8 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

5.9 If a pupil/student moves from our school, Child Protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. We will record where and to whom the records have been passed and the date.

5.10 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

5.11 If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

5.12 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded on to the relevant organisation.

5.13 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings regarding their child protection information being passed on in order that the FE establishment can provide appropriate support (see para 6.10).

5.14 Our DSL and any deputy must undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

5.14.1 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

5.15 When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

5.15.1 In exceptional circumstances, when a face to face handover is infeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

5.16 In our school the DSL will consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child is living.

5.17 Contextual Safeguarding:

- Contextual Safeguarding is about the impact of the public/social context on young peoples lives. It seeks to identify and respond to harm and abuse posed to young people outside of their home. It looks at how interventions can change processes and environments, to make them safer for young people.

5.18 Mental health:

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

6. THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

6.1 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 pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

6.2 The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is Erika Sisak

6.3 Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Trust will support the care leaver to participate in education or training. DSL should therefore have details of the Trust's Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

7. THE GOVERNING BODY

7.1 The Governing Body, proprietors and management committees are the accountable body and must ensure that they comply with their duties under legislation.

7.2 The governing body will ensure that:

- Governing Bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- All governors must have read part 2 of "KCSIE-24"
- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- The Head Teacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework and a training record maintained;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

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

7.4 The Nominated Governor for safeguarding at the school is Tanya Grimmet. The Nominated Governor is responsible for liaising with the Head Teacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational - they will not be involved in concerns about individual pupils/students.
7.4.1 The Nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years

7.5 The Nominated Governor will liaise with the Head Teacher and the DSL to produce a report at least annually for governors.

7.6 The Nominated Governor will liaise with the Head Teacher and the DSL to produce the annual Section 175 safeguarding self-assessment and ensure this is submitted on time to the Birmingham Safeguarding Children's Board.

7.7 The Governing body have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures.

7.8 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the Children's Trust in the event of allegations of abuse being made against the Head Teacher

8. A SAFER SCHOOL CULTURE

It is the policy of NICE to provide a safe environment in which children can thrive, learn and develop, where all aspects of their welfare will be protected and where they feel valued and listened to.

All staff, through their care of children, must ensure that children are kept safe, remain healthy and are made aware of what is acceptable and unacceptable physical contact. NICE will minimise the situations in which the abuse of children might occur.

Professionals must be aware that the belief that disabled children are not abused or beliefs that minimise the impact of abuse on disabled children can lead to the denial of, or failure to report abuse or neglect.

Essentially disabled children at risk of or who have experienced abuse should be treated with the same degree of professional concern given to non-disabled children.

Additional resources and time may need to be allocated, if an investigation of potential or alleged abuse is to be meaningful. This is a basic premise and should not be ignored at any stage of the safeguarding process.

Vulnerable children

Children with disabilities

All children attending services at NICE have disabilities. The reasons why disabled children are more vulnerable to abuse are summarised below:

- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than their non-disabled peers
- Their dependence on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They may have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They may not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs

8.1 Safer Recruitment and Selection

8.1.1 The school pays full regard to 'Keeping Children Safe in Education 2024'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking UK right to work, previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), barred list checks. Evidence of these checks must be recorded on the single central record. DBS checks for staff in children's services will be reviewed every 3 years.

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

8.1.3 Fiona Bilsborough and Marie McCann have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel. Details in training files. A member of the Governing body should have received safer recruitment training.

8.2 Staff support

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

- The safeguarding and child protection policy; The behaviour policy;
- The staff behaviour policy (sometimes called a code of conduct);
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- Whistle blowing policy.

Copies of policies and a copy of Part One of the KSCIE-24 document should be provided to staff at induction.

8.3 Staff support

8.3.1 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

8.3.2 Regular supervision will be offered to the DSLS within school, and may be extended to other members of staff as deemed appropriate by the school.

9. OUR ROLE IN THE PREVENTION OF ABUSE

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

9.2 The curriculum

9.2.1 Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety (previously e-safety), sending nudes and bullying (including cyber bullying).

9.2.2 Relevant issues will be addressed through all areas of the curriculum.

9.3 Other areas of work

9.3.1 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be interlinked to ensure a whole school approach.

9.3.2 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

10. WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE

10.1 Where unmet needs have been identified for a child/young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to our records of children with a safeguarding vulnerability, and support school staff to deliver an appropriate Early Help response.

10.2 The child's voice must remain paramount with a solution focused practice framework.

10.3 All staff will notice and listen to children and share their ideas with the DSL in writing. Senior leaders will assess, plan, do and review plans. Senior leaders will analyse safeguarding data and practice to inform strategic planning.

10.4 The primary assessment document is the 2019 Early Help Assessment (EHA).
Should it be felt that a social care approach is needed to meet the unmet safeguarding need, the DSL will initiate a Request for Support, seeking advice from Children's advice and Support Service (CASS) as required.

10.5 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 until the unmet safeguarding needs have been addressed.

10.6 The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school focused support. See Part 2 Key procedures.

11. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO RADICALISATION

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

11.1.2 NICE values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

11.1.3 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. NICE is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

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

11.1.5 NICE seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

11.2 Risk reduction

11.2.1 The School Governors, the Head teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

11.2.2 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

11.3 Response

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

More information on these factors is in Appendix 4.

11.3.2 Our school, like all others, 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: The SPOC for NICE is Marie McCann. The responsibilities of the SPOC are described in Appendix Five.

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

11.3.4 When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/DSL.

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

11.4 Channel

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

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

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

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

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

12. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

12.1 Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

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

12.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their lesson plans.

12.4 Our school works with and engages our families and the local communities to talk about such issues.

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

12.6 Our DSLS knows where to seek and get advice as necessary

12.7 Reporting of female genital mutilation

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the DSL who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

When a member of staff at NICE has reasons to suspect that an act of FGM has been carried out on a child, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

13. CHILDREN WHO GO MISSING FROM EDUCATION

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

13.2 Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

13.3 The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

13.4 Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

14. CHILD ON CHILD ABUSE

14.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

We will not tolerate instances of peer on peer abuse and will not pass it off as 'banter', 'just having a laugh' or 'just part of growing up'. We will follow the procedures set out in our 'Behaviour, Discipline, Bullying and Exclusions' policy to support any child subject to peer on peer abuse. We will use both national and local guidance and policies if needed.

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

PART TWO: THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD

IN OUR SCHOOL

Our DSL(s) are Marie McCann, Fiona Bilsborough and Maggie Lewis.

Our safeguarding governor is Tanya Grimmet

↓

CONCERN ABOUT A CHILD

Speak to Designated Safeguarding Lead (DSL) if urgent

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

↓

DSL(S) REVIEW CONCERNS AND DECIDE NEXT STEPS REFERRING TO RIGHT HELP RIGHT TIME (RHRT)

Consider discussing concerns with parent/carers and seek consent where appropriate

Consider completing Early Help Assessment (EHA)

↓

AT ANY POINT CONSIDER SEEKING ADVICE

Children's Advice Support Service (CASS)

0121 303 1888

In case of emergency phone police on 999

↓

UNIVERSAL/UNIVERSAL+

Continue with early help process using the EHA as appropriate.

UNIVERSAL+/ADDITIONAL

Continue with early help process using the EHA as appropriate.
Consider request for support from Think Family (TF) service.

COMPLEX & SIGNIFICANT

Request for Support submitted to CASS for a multi agency strategy discussion.

15. INVOLVING PARENTS/CARERS

15.1 In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

15.2 Parents/carers will be informed about our safeguarding policy through: website and the policy file in Parent Area.

16. MULTI-AGENCY WORK

16.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with these agencies and make requests for support for children's social care. These requests will be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (01213031888). Where the child already has a safeguarding social worker or family support worker, the request for service should go immediately to the team involved, or in their absence to their team manager.

16.2 When invited the DSL will participate in MASH strategy meeting, usually by conference or phone, adding school held data and intelligence to the discussion so the best needs of the child are met.

16.3 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

16.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

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

17. OUR ROLE IN SUPPORTING CHILDREN

17.1 We will offer appropriate support to individual children who have experienced abuse, who have abused others (child on child abuse) or who act as young carers in their home situation.

17.2 A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the plan will be kept in the child's child protection record.

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

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

18. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

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

18.1 This procedure should be used in any case in which it is alleged that a member of staff, Trustee, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children

18.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

18.3 All staff 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 colleagues and visitors must be reported direct to the Chief Executive immediately who will liaise with the LADO Team in children's social care, who will decide on any action required.
- If the concern relates to the CEO, it must be reported to the Chair of the Governing body who will liaise with the LADO team and decide an action required.
- If the safeguarding concern relates to the proprietor the concern must be made directly to the LADO team who will decide on any action required.

19. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

19.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) 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.

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

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

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

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

19.5 Domestic Abuse

KCSIE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.

20. OTHER SPECIFIC CIRCUMSTANCES

Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures as listed below:

ISSUE	GUIDANCE	SOURCE
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation service (HMPPS) advice
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html	Birmingham Police and Schools panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children	West Midlands Safeguarding Children Procedures
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
On-line	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf	BCC Education Safeguarding Birmingham Police and Schools panels
Private fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools panels West Midlands Safeguarding Children Procedures BCC Education Safeguarding

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

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

2. PHYSICAL ABUSE

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

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

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

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 open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

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

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

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

- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

6. RESPONSES FROM PARENTS/CARERS

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

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

7. DISABLED CHILDREN

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

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

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

WHEN A CHILD TELLS ME ABOUT ABUSE S/HE HAS SUFFERED, WHAT MUST I REMEMBER?

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

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

Immediately afterwards

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

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

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:

   - **Physical**
     For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
   - **Emotional**
     For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
   - **Sexual**
     For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
   - **Neglect**
     For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
   - **Spiritual Abuse**
     For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Chief Executive must be informed immediately. The Chief Executive must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Chief Executive should not carry out the investigation herself or interview pupils.

3. The Chief Executive 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 Chief Executive will notify the Children's Trust Designated Officer (LADO) Team[1] (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
   - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
   - If the Chief Executive decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.

4. Where an allegation has been made against the Chief Executive, then the Chair of the Governing Body takes on the role of liaising with the LADO T earn in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Birmingham Safeguarding Children Board.

5. Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.

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

APPENDIX FOUR

INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:

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

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

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

6. Indicators of vulnerability include:

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

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

8. More critical risk factors could include:

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

APPENDIX FIVE

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

The SPOC for NICE is Marie McCann, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of NICE in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel[2] process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

* 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.

[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.

CONTACTING THE EDUCATION SAFEGUARDING TEAM

For queries, concerns or questions around:

- Outcomes of research or requests per support processing through CASS, MASH please email CASSeducation@birmingham.gov.uk
- Advice around implementing policy, procedure & training please email educationsafeguarding@birmingham.gov.uk