



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Safeguarding & Child Protection Policy

July 2020

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Related Documents/Policies

Reference	Title	
	Behaviour for Learning Policy (2020)	Self-harm Policy (2020)
	Attendance Policy (2020)	Anti-bullying Policy (2020)
	SEN Policy (2019)	

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PART ONE: SAFEGUARDING POLICY

<p>1.0 INTRODUCTION</p> <p>Safeguarding and promoting the welfare of children is defined as –</p> <ul style="list-style-type: none"> • 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; and • Taking action to enable all children to have the best outcomes. <p>Children includes everyone under the age of 18</p> <p>Schools in England must have regard to the statutory guidance <i>Keeping Children Safe in Education</i> (KCSiE) when carrying out their duties to safeguard and promote the welfare of children</p>	<p>King Edward VI Handsworth School for Girls is committed to safeguarding and promoting the welfare of all its students. We believe that:</p> <ul style="list-style-type: none"> • Our young people have the right to be protected from harm, abuse and neglect; • That every child has the right to an education and young people need to be safe and to feel safe in school; • Young people need support that matches their individual needs, including those who may have experienced abuse; • Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs; • Our young people should be encouraged to respect each other's values and support each other; • Our 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 young person will achieve better educationally; and • Our school will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours. <p>All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.</p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • The most recent version of Working Together to Safeguard Children (DfE) July 2018 • The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020) • West Midlands Safeguarding Children Procedures • The Education Act 2002 s175 • Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016 • General Data Protection Legislation (2018) • Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. 	<p>COVID-19</p> <p>Keeping Children Safe in Education (KCSiE) remains in force throughout the response to coronavirus (COVID-19). The Department for Education has issued non-statutory interim guidance on safeguarding during the coronavirus outbreak which we are adhering to. This guidance supports our Governing Body (LGB), the Senior Leadership Team and Designated Safeguarding Lead to continue to have appropriate regard to KCSiE and keep our students safe and when we might consider safeguarding policy and process differently when compared to business as usual.</p> <p>Coronavirus Advice & Guidance</p> <p>In these challenging times, Birmingham Safeguarding Children Partnership makes it clear that safeguarding remains a high priority. For the most up to date information follow the link to</p>

<ul style="list-style-type: none"> • https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en • Mental Health & Behaviour in Schools • Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance (2018) 	<p>resources which have been produced to provide advice for professionals and to help safeguard children during the Coronavirus pandemic.</p> <p>Birmingham Safeguarding Children Partnership resources</p> <p>https://twitter.com/BirminghamLSCP</p>
<p>2.0 OVERALL AIMS</p> <p>This policy will contribute to the protection and safeguarding of our students and promote their welfare by:</p> <ul style="list-style-type: none"> • Clarifying standards of behaviour for staff and students; • 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 students and parents to participate; • Alerting staff to the signs and indicators that all may not be well; • Developing staff awareness of the causes of abuse; • Developing staff awareness of the risks and vulnerabilities their students face; • Addressing concerns at the earliest possible stage; and • Reducing the potential risks students face of being exposed to violence, extremism, exploitation, discrimination or victimisation. 	<p>This means that in our school we will:</p> <ul style="list-style-type: none"> • Identify and protect our vulnerable students; • Identify individual needs as early as possible; • Design plans to address those needs; and • Work in partnership with students, parents/carers and other agencies. <p>Our policy extends to any establishment our school commissions to deliver education to our students on our behalf including alternative provision settings.</p> <p>Our LGB will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Appropriate risk assessments will be completed and ongoing monitoring will be undertaken.</p>
<p>3.0 GUIDING PRINCIPLES</p> <p>These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right time);</p> <ul style="list-style-type: none"> • 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. 	<p>This means that in our school all staff will be aware of the guidance issued by Birmingham Safeguarding Children Board in Right Help Right Time, and procedures for Early Help.</p> <ul style="list-style-type: none"> • Every child is entitled to a rich and rounded curriculum. • Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of school life such as safeguarding. • When issues arise, the Headmistress should speak out, addressing them internally where possible and escalating when this is unsuccessful.

4.0 EXPECTATIONS

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Schools have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school contributes to multi-agency working in line with statutory guidance. It is especially important that the school understands their role in the new safeguarding partner arrangements. It is expected that, locally, the three safeguarding partners will name schools as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

Knowing what to look for is vital to the early identification of abuse and neglect.

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

This means that in our school:

If we are named as a relevant agency, we are under a statutory duty to co-operate with the published arrangements.

All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the LGB.

All Governors must be subjected to an enhanced DBS check. We will also carry out a Section 128 check for school governors, because a person subject to one is disqualified from being a governor. Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy.
- Understand their role in relation to safeguarding.
- **All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators).**
- If staff are unsure, they should always speak to the DSL (or deputy).
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 – DSLs must be informed immediately, and details added to CPOMS as soon as possible.
- Be involved, where appropriate, in the implementation of individual School-focused interventions, Early Help assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans.

<p>5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)</p> <ul style="list-style-type: none"> Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school is appointed to the role of DSL. This should be explicit in the role-holder’s job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. The DSL will be a member of the Senior Leadership Team. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. 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. Safeguarding and Child Protection information will be dealt with in a confidential manner. The DSL/Deputy DSLs will refer cases of suspected abuse to the Local Authority Safeguarding Children Partnership as required, support staff who make referrals, refer cases to Channel or support staff who do, refer cases to DBS as required or refer to the police where a crime may have been committed. The DSL and any deputies are expected to: <ul style="list-style-type: none"> act as a point of contact with the three safeguarding partners and work with other agencies in line with <u>Working Together to Safeguard Children</u>. (NPCC- <u>When to call the police</u> should help DSLs understand when they should consider calling the police and what to expect when they do.); liaise with the headteacher to inform her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; as required, liaise with the “case manager” (as per Part four KCSiE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member; liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff. The DSL/Deputy DSLs will lead on liaising with other agencies and setting up an inter-agency Early Help Assessment if appropriate. Safeguarding records will be stored securely in a central place separate from academic records. 	<p>This means the DSL team in our school will be:</p> <p>Lead: Jane Glendenning, Deputies: Nick Heppel, Nicola Daniel.</p> <p>Our lead for Mental Health is: Jane Glendenning. Our Data Protection officer is:</p> <p>Laura Ganderton, The Schools of King Edward VI in Birmingham</p> <p>Any steps taken to support a young person who has a safeguarding vulnerability must be reported to the lead DSL.</p> <p>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. This written record will be made on CPOMS of what information has been shared, with whom, and when.</p> <p>It is not necessary for us to maintain paper files as we store records electronically on CPOMS and paper files will be phased out in due course. All Child Protection files are kept centrally by the DSL and are only accessible to DSLs in school. Access to records by staff other than by the Pastoral Team will be restricted.</p> <p>We will not disclose to a parent any information held on a young person if this would put the child at risk of significant harm.</p> <p>We will record where and to whom the records have been passed and the date. In addition to the child protection file, the DSL 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.</p> <p>If sending by post, pupil records will be sent by “Special/Recorded Delivery”. For audit purposes, a note of all student 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.</p>
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<p>Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.</p> <ul style="list-style-type: none"> • If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. • 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. • Training should provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they: <ul style="list-style-type: none"> • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements; have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; • ensure each member of staff has access to, understands, and appropriately uses, the school’s Child Protection Policy and procedures, especially new and part time staff; • are alert to the specific needs of children in need, those with special educational needs and young carers; • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; • understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners; • are able to keep detailed, accurate, secure written records of concerns and referrals; • understand and support the school with regards to the requirements of the Prevent duty and are 	<p>If a student is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded on to the relevant organisation.</p> <p>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.</p> <p>Our DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. The DSL will also undertake Prevent awareness training. 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.</p> <p>The DSL will ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with LGB regarding this. The DSL will also ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and our role in this.</p> <p>The DSL will link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.</p> <p>The DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and leadership staff. This will include ensuring that school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. The DSL and Deputy DSLs will support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. We aim to have a DSL (or deputy) available on the school site</p>
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<p>able to provide advice and support to staff on protecting children from the risk of radicalisation;</p> <ul style="list-style-type: none"> • are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school; • can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; • obtain access to resources and attend any relevant or refresher training courses; and • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. 	<p>when school is open to students. In exceptional circumstances e.g. during localised lockdowns, the DSL and Deputy DSLs will be available via phone and or Google Meet. During out of hours/out of term time, parents and staff are signposted to external agencies.</p> <p>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.</p> <p>In exceptional circumstances, when a face to face handover is unfeasible, the Headmistress will ensure that the new post holder is fully conversant with all procedures and case files.</p>
<p>6.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN</p> <ul style="list-style-type: none"> • The Governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of 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 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 Birmingham Children’s Trust will support the care leaver to participate in education or training. 	<p>The designated teacher must have appropriate training and the relevant qualifications and experience. The designated teacher is: Nick Heppel.</p> <p>Our Designated Teacher will:</p> <ul style="list-style-type: none"> • Work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child’s personal education plan. • Work with the virtual school head to promote the educational achievement of previously looked after children. <p>Our DSL’s will keep the details of Birmingham Children’s Trust Personal Advisor appointed to guide and support the care leaver, and will liaise with them as necessary regarding any issues of concern affecting the care leaver.</p>
<p>7.0 THE GOVERNING BODY</p> <p>The Governing Body, proprietors and management committees are the accountable body and must ensure that they comply with their duties under legislation.</p> <p>The governing bodies should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own</p>	<p>In our school this means that:</p> <p>The LGB will ensure that at least one senior member of the school’s leadership team acts as a DSL, and at least a further deputy DSL is appointed.</p> <p>All governors must have read part 2 of “KCSIE-2020”.</p>

<p>policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.</p> <p>Governing Bodies 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:</p> <ul style="list-style-type: none"> • The school operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers; • The Headmistress and all other staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained; • 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 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 BSCB procedures. <p>Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:</p> <ul style="list-style-type: none"> • being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’; • understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk; • for schools, not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in 	<p>Our nominated Governor for Safeguarding and Child Protection is: Ms Alison McKerracher (interim).</p> <p>This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</p> <p>The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.</p> <p>A member of our Governing Body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children’s Trust in the event of allegations of abuse being made against the Headmistress.</p> <p>The Nominated Governor will liaise with the Headmistress and the DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students. The Nominated Governor will liaise with 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.</p>
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<p>compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.</p>	
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<p>8.0 A SAFER SCHOOL CULTURE</p> <p>Our staff have a responsibility to provide a safe environment in which children can learn. All staff should be aware of the indicators of abuse and neglect, know what to do if a young person is being abused or neglected and know to maintain an appropriate level of confidentiality always acting in the best interests of the child.</p> <p>Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.</p> <p>Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR).</p> <p>8.1 Contextual safeguarding</p> <p>Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between young people outside school. All staff, but especially the DSL and Deputy DSLs should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means that assessments of our students should consider whether wider environmental factors are present in their life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available: https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding</p>	<p>This means that in our school:</p> <p>Staff are advised to maintain an attitude of “it could happen here” where safeguarding is concerned and that students attending a selective school are still impacted upon by external factors in their life. Staff are able to identify concerns early, provide help for students, follow the referral processes through CPOMS and prevent concerns from escalating.</p> <p>If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.</p> <p>Staff will receive appropriate safeguarding and child protection training from the DSL or members of the Pastoral Team in line with the Birmingham Safeguarding Children Partnership’s Education Training Plan 2018-20 and complete the Safeguarding Training Log (Appendix 5) during the training.</p> <p>Training (2018-20) includes: Bullying; Child Protection & Safeguarding; Child Sexual Exploitation; Children and the Court System; Children Missing Education, Home or Care; Children with Family Members in Prison; Criminal Exploitation of Children & Vulnerable Adults County Lines; Cyberbullying; Domestic Abuse; Drugs; Early Help Training; E-Safety; Fabricated or Induced Illness; Faith-based Abuse; Female Genital Mutilation; Forced Marriage; Gangs & Youth Violence; Gender-based Violence and Violence Against Women and Girls (VAWG), including Honour Based Violence; Hate; Homelessness; Mental Health; Missing Children & Adults; Preventing Radicalisation; Private Fostering; Relationship Abuse; Sexting; Sexual Violence & Sexual Harassment between Children in Schools & Colleges; Trafficking and Modern Slavery.</p>
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8.2 Mental Health

Staff have an important role to play in supporting the mental health and wellbeing of their students. All staff should 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

8.3 Safer Recruitment & Selection

The school pays full regard to '[Safer Recruitment](#)' practice including scrutinising applicants, verifying 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.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

During nation or localised lockdown please see Appendix 6.

Staff will demonstrate professional curiosity if they notice a young person may be developing a mental health problem.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy by informing the DSL/Deputy DSL and logging information onto CPOMS.

Pastoral staff will use the Think Family approach to support students and will consider the cause, such as Adverse Childhood Experiences when working with young people. Our response will be solution, rather than problem, focused.

Jane Glendenning (February 2018), Nicola Daniel (November 2018), Charles Trotter (November 2017) and Amy Whittall (February 2019) have undertaken appropriate training in Safer Recruitment (certificate in staff file). One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.

The Chair of the LGB, Ms Alison McKerracher (interim).

and the Diversity and Inclusion Governor, Olivia Hinds have received Safer Recruitment training.

<p>All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.</p> <p>8.4 Induction All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.</p> <p>8.5 Staff Support We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support all staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.</p>	<p>Our staff induction process will cover:</p> <ul style="list-style-type: none"> • The Safeguarding & Child Protection policy; • The Behaviour for Learning Policy; • The Staff Code of Conduct Policy; • 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). <p>Copies of policies and a copy of Part one of the KSCIE-18 document is provided to staff at induction.</p> <p>Regular supervision of the DSL is coordinated by the Academy Trust and the DSL will deliver termly supervision within school for the deputy DSLs. Supervision of the KS3 and KS4 Pastoral Leaders is led by J Glendenning, DSL; supervision for KS5 Pastoral Leaders is led by N Heppel, Deputy DSL, Director of Post-16; and supervision of the SENCO is led by N Daniel, Deputy DSL, Director of Teaching and Learning.</p>
<p>9.0 THE USE OF REASONABLE FORCE</p> <p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people. This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.</p> <p>‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</p>	<p>This means in our school:</p> <p>We will not have a ‘no contact’ policy as this could leave our staff unable to fully support and protect their pupils and students.</p> <p>When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.</p> <p>By planning positive and proactive behaviour support, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.</p> <p>If necessary, we will write individual behaviour plans for our more vulnerable young people, and agree them with parents and carers.</p>

<p>10.0 THE SCHOOL ROLE IN THE PREVENTION OF ABUSE</p> <p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Safeguarding issues will be addressed through all areas of the curriculum. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships and Sex Education and Health Education which will be compulsory from September 2020.</p> <p>Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.</p> <p>The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education.</p>	<p>This means that in our school:</p> <p>We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. All our School and Academy Trust policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Behaviour for Learning, will be inter-linked to ensure a whole school approach. PSHCE and assemblies include information on self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety (formally known as e-safety), sexting and bullying (including cyber bullying).</p>
<p>11.0 WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE</p> <p>Where unmet needs have been identified for a young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will make simple and reasonable adjustments within the educational setting. This may be all that is needed to address the unmet needs.</p> <p>The school will utilise the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help Conversation Log.</p> <p>A school-focused plan (2nd page of the EH Conversation Log) will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Where a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the school will set up an Early Help assessment and an Our Family Plan. They will register these documents with the Early Help Support Team.</p> <p>Should the DSL feel that a Think Family or Social Care response 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.</p> <p>The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support. See Part 2 Key procedures.</p>	<p>This means that in our school we will:</p> <p>Add the young person to our records of children with safeguarding vulnerabilities.</p> <p>Support our school staff to deliver an appropriate Early Help response. This will be documented in an appropriate format such as the ‘3 columns/Houses’ and added to the young person’s CPOMS file. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the young person may then be removed from the children with a safeguarding vulnerability list but continue to be monitored by their Form Tutor.</p> <p>Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school-focused action plan with the young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the Early Help Conversation Log.</p> <p>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. Once all unmet safeguarding needs have been addressed, the child can be removed from the children with a safeguarding vulnerability list.</p>

<p>Staff may be required to support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.</p> <p>Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.</p>	<p>In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL/Pastoral team.</p> <p>Resolution and Escalation Protocol</p> <p>If there are differences in opinion between school and external agencies with regard to a response to a safeguarding need, this will need to be resolved. The Resolution and Escalation Protocol is available to follow in order to ensure that when such situations arise they are resolved in a timely manner.</p> <p>West Midlands Escalation policy: Resolution of professional disagreements</p>
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<p>12.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION</p> <p>All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. (According to the Prevent duty guidance “having due regard” means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.) This duty is known as the Prevent duty.</p> <p>The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. DSLs and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.</p> <p>Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.</p> <p>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</p>	<p>This means that our school:</p> <p>Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values. Students and teachers have the right to speak freely and voice their opinions.</p> <p>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.</p> <p>We use specialist online monitoring software in school called Impero and Smoothwall which filter and block access to inappropriate sites/communication.</p> <p>We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school’s safeguarding duty.</p>
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support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. See Appendix 3 and the School No Platform for Extremism Policy.

12.1 Risk Reduction

The school governors, Headmistress and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RS curriculum, SEND policy, assembly programme, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school (or requested to present via an online platform) and recorded on the Google document shared with all staff by the DSL.

12.2 Roles and responsibilities of the Single Point of Contact (SPOC)

- Ensure staff are aware that Jane Glendenning is the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintain and apply a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raise awareness about the role and responsibilities of King Edward VI Handsworth School for Girls in relation to protecting students from radicalisation and involvement in terrorism;
- Monitor the effect in practice of the school’s RS curriculum and Assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raise awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Act as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collate relevant information from in relation to referrals of vulnerable students into the Channel process (see Appendix 3);
- Attend Channel meetings as necessary and carry out any actions as agreed;

The risk assessment will be reviewed as part of the annual Section175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

We are required to identify a Prevent Single Point of Contact (SPOC) who is the lead within our school in relation to protecting individuals from radicalisation and involvement in terrorism.

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

All staff within our school will be alert to changes in a young person’s behaviour or attitude which could indicate that they are in need of help or protection. 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. See Appendix 3.

The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation. See Appendix 3.

<ul style="list-style-type: none"> • Report progress on actions to the Channel Co-ordinator; and share any relevant additional information in a timely manner. 	
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<p>13.0 CHILDREN MISSING FROM EDUCATION</p> <p>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 including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.</p> <p>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 including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. 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.</p> <p>Work around attendance and Missing from Education will be coordinated with safeguarding interventions. The school must notify the Local Authority of any 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.</p> <p>The school (regardless of designation) must also notify the Local Authority of any student who is to be deleted from the admission register because she:</p> <ul style="list-style-type: none"> • 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 she 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 she nor 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 	<p>This means that in our school we will:</p> <p>Hold two or more emergency contact numbers for each pupil.</p> <p>All our attendance work will liaise closely with the DSL.</p> <p>We will adapt our attendance monitoring on an individual basis to ensure the safety of each young person at our school</p> <p>Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils/students that would be considered 'missing'.</p> <p>We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team (where applicable).</p>
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<p>proprietor does not reasonably believe that she will return to the school at the end of that period</p> <ul style="list-style-type: none"> • Has been permanently excluded 	
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<p>14.0 CRIMINAL EXPLOITATION & GANG AFFILIATION</p> <p>14.1 Child Criminal Exploitation (CCE) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) 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 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. 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. CCE can include children being coerced into moving drugs or money across the country (county lines, see Appendix 3), forced to shoplift or pickpocket, or to threaten other young people.</p> <p>14.2 Child Sexual Exploitation (CSE) 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 victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).</p>	<p>This means that in our school we ensure:</p> <p>that the school’s values, ethos and behaviour policies, provide the basic platform to ensure young people are given the support to respect themselves and others, stand up for themselves and protect each other.</p> <p>Our DSL(s) know where to seek and get advice as necessary and our school will bring in experts and uses specialist material to support the work we do. Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</p> <p>This means that in our school we will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.</p> <p>https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018</p> <p>We will be aware of indicators, which may signal that young people are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children’s Trust. The significant indicators are:</p> <ul style="list-style-type: none"> • children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • 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;
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The department provide: Child sexual exploitation: guide for practitioners More information is included in Appendix 3.

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

Work to address criminal exploitation is covered by relevant legislation including:

- Crime & Disorder Act – 1998
- Children Act – 2004
- Serious Crime Act – 2015
- Modern Slavery Act – 2015
- Criminal Finances Act – 2017
- Children & Social Work Act - 2017

And the new Working Together (2018) requires agencies support vulnerable people within the context of the wider safeguarding agenda.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

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

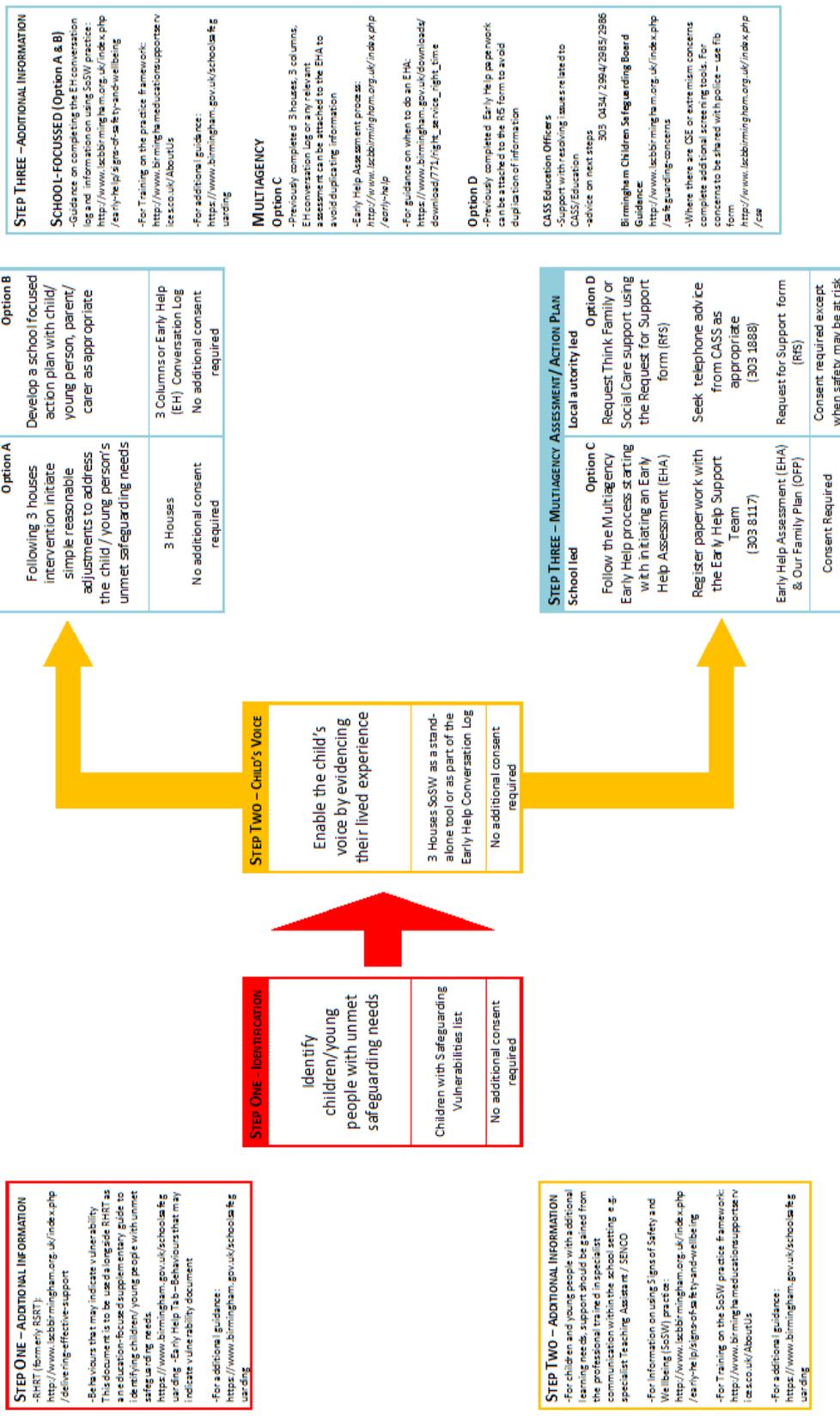
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.

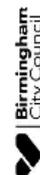
**PART TWO – THE KEY PROCEDURES
RESPONDING TO CONCERNS ABOUT A CHILD**

IF A CHILD IS SUFFERING OR IS LIKELY TO SUFFER FROM HARM, TELEPHONE CASS ON 303 4888 (OUT OF HOURS 675 4806). IF AT IMMEDIATE RISK OF SIGNIFICANT HARM CONTACT THE POLICE ON 999

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION



Three Steps to Delivering Early Help in Education – September 2018



https://www.birmingham.gov.uk/download/downloads/id/8187/3_steps_to_delivering_early_help_in_education.doc

15.0 INVOLVING PARENTS/CARERS

- 15.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. Parents/carers need to be aware that it may be necessary on occasions to record conversations to protect parties involved.
- 15.1.2 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 and Child Protection Policy through our website and all visitors to the school are issued with safety and safeguarding information.

16.0 MULTI-AGENCY WORK

- 16.1 The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.
- 16.2 The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) in the local area to be fully engaged, involved and included in safeguarding arrangements.
- 16.3 We work in partnership with other agencies to promote the best interests of our children as a top priority in all decisions and actions that affect them. The school will, where necessary, liaise with these agencies and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888 for students who reside in Birmingham; 0121 788 4333 for Solihull; 0121 569 3100 for Sandwell and 01922 658170 for Walsall. Where the child already has a safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.
- 16.4 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 16.5 We will co-operate with any Child Protection enquiries conducted by Birmingham Children's Trust: the school 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.
- 16.6 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with The Birmingham Children's Trust at least 24 hours prior to the meeting.
- 16.7 Where a student 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.

17.0 OUR ROLE IN SUPPORTING CHILDREN

- 17.1 Our school staff will offer appropriate support to individual students who have experienced abuse, who have abused others (peer on peer 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 copy of the plan will be kept in the child's safeguarding record.

17.3 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. Within our school we will ensure that the needs of 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.

18.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF (INCLUDING SUPPLY STAFF,) GOVERNOR OR VOLUNTEER

See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#). This guidance relates to members of staff, supply staff and volunteers who are currently working in any school regardless of whether the school is where the alleged abuse took place.

18.1 This procedure must be used in any case in which it is alleged that a member of staff, (including supply staff), governor, 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;
- Behaved in a way that indicates s/he is unsuitable to work with children; or
- behaved or may have behaved in a way that indicates they may not be suitable 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. 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 students, 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.

18.3 If a school has concerns about an existing staff member's suitability to work with children, the school should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity into work which is considered to be regulated activity, the relevant checks for that regulated activity must be carried out. Apart from these circumstances, we are not required to request a DBS check or barred list check.

18.4 There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

failure to refer when the criteria are met is a criminal offence.

- 18.5 If a young person makes an allegation about a member of staff (including supply staff), Governor, visitor or volunteer the Headmistress must be informed immediately. The Headmistress must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headmistress should not carry out the investigation herself or interview students.
- 18.6 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 18.6.1 Allegations or concerns about another member of staff (including supply staff and volunteers) posing a risk of harm to children must be reported directly to the Headmistress who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.
- 18.6.1.2 The Headmistress 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 Headmistress will notify the Children's Trust Designated Officer (LADO) Team¹ (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 student(s), these should be addressed through the school's own internal procedures.
 - If the Headmistress 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.
- 18.6.2 Where an allegation has been made against the Headmistress, then the Chair of the Governing Body takes on the role of liaising with the LADO Team 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.
- 18.6.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Children's Trust LADO team who will decide on any action required.
- 18.7 Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Supply teachers

1. In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').
2. Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
3. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the

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

referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

4. When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

For further guidance see page 57 of [Keeping Children Safe in Education](#)

19.0 CHILDREN WITH ADDITIONAL NEEDS

- 19.1 King Edward VI Handsworth School for Girls recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 19.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting 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.

20.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

20.1 Private Fostering

- 20.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority or Birmingham Children's Trust) 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.
- 20.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.
- 20.1.3 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.
- 20.1.4 There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

20.2 Children who need a social worker (child in need and child protection plans)

- 20.2.1 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- 20.2.2. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- 20.2.3 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- 20.4 Findings from the Children in Need review, '[Improving the educational outcomes of Children in Need of help and protection](#)' contains further information; the conclusion of the review, '[Help, protection, education](#)' sets out action Government is taking to support this.

21.0 VIOLENCE AGAINST WOMEN AND GIRLS

21.1 Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Refuge runs the **National Domestic Abuse Helpline**, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

21.2 So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation

(FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

21.2.1 FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

21.2. 1.1 FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

21.3 Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

APPENDIX 1 ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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.

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.

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 (involuntary urination, especially by children at night).

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

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.

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 2

DEALING WITH A DISCLOSURE OF ABUSE

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the young person. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the young person. Assure them that you will try to help but let the young person know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the young person that it is not their fault.
- Encourage the young person to talk but do not ask "leading questions" or press for information, as this could impact any potential future court proceedings.
- Listen and remember.
- Check that you have understood correctly what the young person is trying to tell you.
- Praise the young person for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the young person that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the 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 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 on CPOMS of the conversation using the young person'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 (using the body diagram on CPOMS) 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 should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Headmistress, 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 Headmistress/Principal.

APPENDIX 3: KCSiE ANNEX A: FURTHER SAFEGUARDING INFORMATION

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders, the school's Pastoral Team and those who work directly with children should read this annex.

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this Safeguarding and Child Protection Policy and speak to DSL (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. (As defined in the Government's Counter Extremism Strategy, www.gov.uk/government/publications/counter-extremism-strategy)
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (As defined in the Revised Prevent Duty Guidance for England and Wales, www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-forengland-and-wales.)
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. (As defined in the Terrorism Act 2000 (TACT 2000), www.legislation.gov.uk/ukpga/2000/11/contents)

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

Indicators of vulnerability to radicalisation

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. Radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors combined with specific influences such as family and friends may contribute to a child's vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers. It is also known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. The use of social media has become a significant feature in the radicalisation of young people. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student 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'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 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 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 young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

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.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

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- 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.

Channel 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.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. The School has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015). A representative from the school or college may be asked to attend the Channel panel to help with this assessment.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

Additional support

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

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

Peer on peer/child on child abuse

It is important that school staff can recognise that children are capable of abusing their peers. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Our school's values, ethos and behaviour policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and should never be tolerated or diminished in significance. We will follow both national and local guidance and policies to support any young people subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

Staff should recognise that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys, perpetrators and therefore we need to be vigilant of situations that may arise outside of school.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹¹ 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.

What is consent?

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

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

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

- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is usually performed in a public place, such as on public transport or in a nightclub, among crowds of people, making it harder to spot people taking the photos. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Issue	Guidance	Source
Abuse	What to do if you're worried a child is being abused Domestic abuse: Various Information/Guidance Faith based abuse: National Action Plan Relationship abuse: disrespect nobody http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkpost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	DfE advice Home Office (HO) DfE advice Home Office website West Midlands Safeguarding Children Procedures
Bullying	Preventing and Tackling Bullying	DfE advice

T drive/Policies & Procedures/Safeguarding & Child Protection Policy 2020

	<p>Cyber bullying: advice for headteachers and school staff</p> <p>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</p>	<p>DfE advice</p> <p>West Midlands Safeguarding Children Procedures</p>
Children and the courts	<p>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</p> <p>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</p>	MoJ advice
Missing from Education, Home or Care	<p>Children missing education</p> <p>Child missing from home or care</p> <p>Children and adults missing strategy</p> <p>http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</p> <p>http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</p>	<p>DfE statutory guidance</p> <p>DfE statutory guidance</p> <p>Home Office strategy</p> <p>West Midlands Safeguarding Children Procedures</p>
Family Members in prison	<p>https://www.nicco.org.uk/</p>	Barnardos in partnership with Her Majesty's Prison and Probation service (HMPPS) advice
Drugs	<p>Drugs: advice for schools</p> <p>Drug strategy 2017</p> <p>Information and advice on drugs</p> <p>ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/Pschoactive%20Substances.html</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</p>	<p>DfE and ACPO advice</p> <p>Home Office strategy</p> <p>Talk to Frank website</p> <p>Website by Mentor UK</p> <p>Birmingham Police and Schools panels</p>
Domestic Abuse	<p>http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</p>	West Midlands Safeguarding Children Procedures
Child Exploitation	<p>Trafficking: safeguarding children</p> <p>http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation</p> <p>http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children</p>	<p>DfE and HO guidance</p> <p>West Midlands Safeguarding Children Procedures</p>

“Honour Based Abuse” (so called)	Female genital mutilation: information and resources Female genital mutilation: multi agency statutory guidance	Home Office guidance DfE, DH, and HO statutory guidance
Health & wellbeing	Fabricated or induced illness: safeguarding children Rise Above: Free PSHE resources on health, wellbeing and resilience Medical-conditions: supporting pupils at school Mental health and behaviour 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	DfE, DH, HO Public Health England DfE statutory guidance DfE advice West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	Ministry of Housing, Communities & Local Government guidance
On-line	Sexting: responding to incidents and safeguarding children 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	UK Council for Internet Safety BCC Education Safeguarding Birmingham Police and Schools panels
Private fostering	Private fostering: local authorities https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	DfE statutory guidance 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
Upskirting	Upskirting: know your rights	UK Government
Violence	Gangs and youth violence: for schools and colleges Ending violence against women and girls 2016-2020 strategy Violence against women and girls: national statement of expectations for victims Sexual violence and sexual harassment between children in schools and colleges Serious violence strategy Regional Child Protection Procedures	Home Office advice Home Office strategy Home Office guidance DfE advice Home Office Strategy

	<p>Responding to harmful sexual behaviours</p> <p>https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</p> <p>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</p> <p>https://www.gov.uk/government/policies/violence-against-women-and-girls</p>	<p>WM Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools panels</p> <p>West Midlands Safeguarding Children Procedures BCC Education Safeguarding</p> <p>Home Office</p>
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APPENDIX 4: ONLINE SAFETY (KEEPING CHILDREN SAFE IN EDUCATION 2020. STATUTORY GUIDANCE FOR SCHOOLS AND COLLEGES.)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Resources that could support schools include:

- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world](#) framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Our LGB does all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, our LGB has ensured our school has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the LGB considers the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like:

www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring

Our school uses Smoothwall and Impero filtering and monitoring systems.

Guidance on e-security is available from the National Education Network www.nen.gov.uk Support for schools is available via www.gov.uk/government/publications/schools-buying-strategy with specific advice on procurement here www.gov.uk/guidance/buying-for-schools

Whilst filtering and monitoring is an important part of the online safety picture for schools to consider, it is only one part. Governors have considered a whole school approach to online safety which includes a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and we have carefully considered how this is managed on our premises.

Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. Our school regularly self-reviews our online safety using the 360 safe website <https://360safe.org.uk/> UKCCIS published https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the Department for Education has provided advice to support schools do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#) and <https://swgfl.org.uk/resources/safe-remote-learning/>

Staff training

Governors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.



Safeguarding Training
Log

Name:.....

Topic:	Date:
Key learning points:	
Changes to my working practice:	



APPENDIX 6

COVID-19 SCHOOL CLOSURE ARRANGEMENTS FOR SAFEGUARDING AND CHILD PROTECTION AT KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS (THE 'SCHOOL') IN THE EVENT OF A NATIONAL OR LOCALISED LOCKDOWN

1. Context

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

In light of the fact that there may be future local or national lockdowns the principles in this addendum will be applied.

This addendum of the School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context
2. Key Contacts
3. Vulnerable children
4. Attendance monitoring
5. Designated Safeguarding Lead
6. Reporting a concern
7. Safeguarding Training and induction
8. Safer recruitment/volunteers and movement of staff
9. Online safety in schools
10. Children and online safety away from school
11. Supporting children not in school
12. Supporting children in school
13. Peer on Peer Abuse
14. Support from the Foundation
15. Acting as a 'Cluster' or 'Hub' School

2. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Jane Glendenning	07850 204688	jglendenning@kingedwardvi.bham.sch.uk
Deputy Designated Safeguarding Lead	Nick Heppel	07932 823656	nheppel@kingedwardvi.bham.sch.uk
Headteacher	Amy Whittall	07970 107329	awhittall@kingedwardvi.bham.sch.uk
Trust Safeguarding Manager	Nicky Walters	07501 166586	nicky.walters@ske.uk.net
Chair of Governors	Ms Alison McKerracher (interim)	07799 862601	Alison.McKerracher@kevibham.org

Safeguarding Trustee	Lynda Roan		lynda.roan@kevibham.org
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3. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the DSL (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this is Nick Heppel.

There is an expectation that during a national or localised lockdown, vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, the School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The School will encourage our vulnerable children and young people to attend school, if permissible. We expect all students to continue to access learning remotely during the period of lockdown.

4. Attendance monitoring

During lockdown, local authorities and education settings will suspend day-to-day attendance processes. This will resume immediately schools are allowed to reopen.

The School and social workers will agree with parents/carers whether children in need should be attending school – members of the Pastoral Team in school will then follow up any pupil that they were expecting to attend, who does not. That same team member will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently does not attend.

To support the above, the School will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the School will notify their social worker.

5. Designated Safeguarding Lead

Where a trained DSL (or deputy) is not on site during lockdown, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to the child protection online management system, CPOMS, and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that the School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to contact them. This information **will be** available in a Google shared document.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

As it is likely that there will be significant changes to operating procedures in many areas, it may be advisable to perform additional risk assessments where and when applicable.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in this policy, this includes making a report via CPOMS, which can be done remotely, and calling the DSL on duty/responsible for that Key Stage.

If a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. All staff have the DSL and two Deputy DSL's telephone numbers and should use these during working hours to report an urgent concern.

Where staff are concerned about an adult working with children in the school, they should telephone and report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:

Ms Alison McKerracher (interim).

The Academy Trust and Foundation will continue to offer support in the process of managing allegations.

7. Safeguarding Training and induction

Updated DSL training will not take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school they will continue to be provided with a safeguarding induction, remotely if necessary.

If staff are deployed from another education or children's workforce setting to our School, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check;
- there are no known concerns about the individual's suitability to work with children;
- there is no ongoing disciplinary investigation of a safeguarding nature relating to that individual.

For movement within the Academy Trust/Foundation, schools should seek assurance from their Academy Trust HR Partner or Foundation HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

8. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Although this is currently not application, if King Edward VI Handsworth School for Girls were to use volunteers, we would continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances would a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult, see section 18 of this policy.

The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in KCSIE.

9. Online safety in schools

The School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Academy Trust/Foundation Code of Conduct.

The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons:

- No 1:1s, groups only;
- Staff and children must wear suitable clothing;
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred;
- The live class should be recorded so that if any issues were to arise, the video can be reviewed;
- Live classes should be kept to a reasonable length of time, as per school guidance;
- Language must be professional and appropriate, including any family members in the background;
- Staff must only use platforms provided by the School to communicate with pupils and approved by Jackie Kendall;
- the King Edward VI Handsworth School for Girls Digital Safety and Acceptable Use Policy is adhered to.

11. Supporting children not in school

The School is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, there is a robust communication plan in place for that young person. All students needing pastoral intervention are recorded on a live Google document and each week a member of the Pastoral team emails and checks on their wellbeing. If there is no response by the end of the week, the Pastoral Leader will make phone contact with parents and can ask to speak to the young person. All actions are recorded on the spreadsheet and CPOMS if there is information to be monitored. If there are further concerns, they will be escalated to the DSL and/or Deputy DSL.

The School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed fortnightly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website, twitter feed, weekly bulletin to parents and school comms when necessary.

The School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the School need to be aware of this in setting expectations of pupils' work where they are at home.

The School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

12. Supporting children in school

The School is committed to ensuring the safety and wellbeing of all its students.

The School will continue to be a safe space for children to attend. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety and as per Government guidance.

The School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

If instructed during a local or national lockdown, the School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where the School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Academy Trust.

13. Peer on Peer Abuse

The School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within this Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

14. Support from the King Edward VI Foundation

The Foundation's Safeguarding Lead will provide additional support and guidance as appropriate to enable the DSL to carry out their role effectively.

If necessary, this will include, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction. All CP information is stored on CPOMS.

The Foundation also provides a peer support group through Basecamp for Safeguarding, Mental Health and Wellbeing Leads. Online meetings will be offered in the place of face to face meetings.

15. Acting as a 'Cluster' or 'Hub' School

Although it is not envisaged that this will be undertaken at this point, it is important that schools are mindful of the potential for this to take place.

If a single site is acting as an operational location for multiple schools, the DSL or SLT of the 'host' school will need to act as the main liaison for all parties

They should then:

- Ensure a 'safe' environment for everyone on site;
- Follow 'safer recruitment' guidelines to confirm that all staff (& volunteers), with access to children, have authority to do so;
- make sure all information security & GDPR guidelines are followed;
- Perform risk assessments where applicable;
- Provide clear guidelines for communication and escalation of issues.

APPENDIX 7: LOCAL SOURCES OF SUPPORT

Birmingham Community Healthcare (BCHC) summary of the contacts and links including the new advice lines set up, with their opening hours and advice on service changes

Each of the BCHC services has this information on their webpages if the service has changed because of the virus.

We understand that you might be worried about coronavirus – also known as COVID-19 – particularly if your child has a long-term health condition. This information sheet from Birmingham Community Health Care Foundation Trust (BCHC) sets out our advice and the action we are taking to respond to the coronavirus outbreak.

<https://www.bhamcommunity.nhs.uk/EasySiteWeb/GatewayLink.aspx?allId=30461>

BCHC Children’s and Families services are accepting new referrals into all of the services and all referrals are being triaged. Clinical contact will continue via the telephone where possible. If this is not possible, referrals are being added to the waiting list until it is safe for us to resume normal face to face contacts. Referrals deemed high priority by any service are being actioned and children and families contacted, however we can provide assurance that for all of the following services, all referrals continue to be actioned and children seen if deemed appropriate

- all safeguarding
- child protection
- palliative care
- complex care
- Community Children’s Nursing
- Dysphagia
- Post-op therapy

The Birmingham School Health Support Service (BSHSS)

If schools are closed following government recommendations help and support can still be accessed from the School Nursing Service.

During the periods of school closure/self-isolation support and advice from the School Nursing Service continues by either emailing the service, by telephone or text message.

New Teams	Contact details
Selly Oak Northfield Quinton Edgbaston Perry Barr Ladywood	South Central School Nurse Team Lansdowne Health Centre 34 Lansdowne St, Birmingham B18 7EE Tel: 0121 245 5750 NHS Net: BCHNT.southcentralsnteam@nhs.net Team Leader: Christine Roberts

The email and telephone lines will be staffed Monday to Friday 8am – 5pm and staff will be able to support or advise as required.

Chat health Text Service - 07480635485

The school health support service provides can provide help for students with relationships, mental health, alcohol, bullying, self-harm, smoking, drugs and healthy eating. During COVID 19 parents are also able to text this number to seek support.

Families in need of Early Help

Further information and referral form can be found on Birmingham Children’s Partnership Website - <http://www.birmingham.gov.uk/Covid19CYPF>.

Also available on the website is a map of many of the resources and support available for children and families at this time, and contact details (email, phone number) for each of the local lead organisations, https://www.birmingham.gov.uk/download/downloads/id/16053/covid-19_mind_map_of_support.pdf

Worried about a child?

For any concerns about the safety and/or welfare of a child or young person, telephone the Children's Advice & Support Service (CASS) on 0121 303 1888 or via secure email

CASS@birminghamchildrenstrust.co.uk. Outside of normal office hours call 0121 675 4806 for the Emergency Duty Team.

KOOTH mental health services for 11 to 25-year olds now available in Birmingham

Kooth is a new free, safe and anonymous service to support young people’s emotional and mental health in Birmingham. The new service launched in Birmingham on 13 April 2020. The online self-referral is available at www.kooth.com. This is an online platform for advice and support and is linked into the wider mental health support from Forward Thinking Birmingham.

Statutory services during the pandemic crisis

Birmingham Children’s Trust

Support Offered:	Support for Families in need of food and supplies
Summary:	The Trust Resource Hub is a location that families can come to, if they absolutely must, to get resources such as cash, nappies and milk, or supermarket vouchers. <u>Families already known to BCT:</u> Social worker or FSW can refer in <u>Family self-referring for hardship support:</u> If known to BCT can be referred in to hub If not known will be referred to alternative agencies.
Contact:	07864926286; 07766924090; Via TrustResourceHub@birminghamchildrenstrust.co.uk ; Marshelene Williams, Assistant Director, New Aston House, Newtown, Alma Street, B19 2RL

Communication and Autism Team (CAT)

Support Offered:	Support for families with children who need autism support.
Summary:	<ul style="list-style-type: none"> • Advice on a range of topics to ensure your child’s wellbeing mentally and physically during this period. • Initially accessed via email parents and carers can register for support by telephone.
Contact: School contact:	CATParentEnquiries@birmingham.gov.uk SENCO

Education Psychology Helpline

Support Offered:	Parents and carer support
Summary:	<ul style="list-style-type: none"> • Birmingham Education Psychology Service has provided helplines for parents and carers in all parts of the city as a place they can contact if they need someone to speak to during this period. • They can discuss concerns relating to school or family life with potential for a follow up consultation
Contact:	North Team - 0121 303 0100 epsparenthelplinenorth@birmingham.gov.uk
Key School Contact:	DSL and SENCO

Pupil and School Support Service

Support Offered:	Learning Difficulties Help : Support for Families with children who have learning difficulties Top Ten Tips : Ten pieces of guidance on helping children through this period.
Summary:	Advice for parents of children with learning difficulties providing strategies for home routines, helping them to manage their schoolwork and ensuring their wellbeing while adjusting to new routines.
Contact:	SEND Parent Link Contact Line: 0121 303 8461 SENDenquiries@birmingham.gov.uk Pupil and School Support Service Website: https://accessstoeducation.birmingham.gov.uk/parents/ Talking to Children about COVID-19. https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2079/talking_to_children_about_covid-19
Key School Contact:	SENCO

Forward Thinking Birmingham – Young People’s Mental Health

Support Offered:	Mental health support for young people and keyworkers in Birmingham and Solihull
Summary:	A collection of Primary Care points of contact in Birmingham and Solihull for 0-18s and 18+. There is also a selection of useful diagrams showing the services offered by each.
Contact:	0-18 Birmingham: This is a service for everyone under the age of 25 who has a Birmingham GP and needs someone to talk to. If the child is under the age of 14 parental consent is needed. PAUSE 10am -6pm Mon - Sun 0207 841 4470 or askbeam@childrenssociety.org.uk Patients needing more help or risk support will be triaged to FTB Access Centre 0-18 Solihull: SOLAR 8am-8pm Mon – Fri 0121 301 2750 Weekends 8am – 8pm 0121 301 5500 OOH 8am – 8pm Mon – Sun 0300 300 0099 www.kooth.com for 24/7 counselling support 18+ BSOL: Patients to contact Mental Health Support and Crisis Line Open: 9am-11pm, 7 days a week. 0121 262 3555 Screening and triage to a range of support GPs can refer to BSMHFT Single Point of Access 0121 301 4000

Children and young people can access free confidential support anytime from Government-backed voluntary and community sector organisations by: texting **SHOUT** to 85258. Calling **Childline** on 0800 1111; calling **The Mix** on 0808 808 4994.

[The Children's Society in the West Midlands](#) working to support young people with multiple disadvantages in the Midlands. Services support children, young people and families across Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton.

Place2Be: [Coronavirus: helping children to process loss](#)

Peacemakers educates for peace

Working with both adults and children to develop skills, knowledge, behaviour and systems that develop peaceful behaviour and environments and help communities find creative ways to deal with conflict and harm. Peacemakers.org.uk

The Muslim Youth Helpline (MYH) is an award winning registered charity which provides pioneering faith and culturally sensitive services to Muslim youth in the UK.

Supporting Black, Asian & Minority Ethnic communities (BAME) affected by domestic abuse including Forced Marriage & Honour Based Abuse. Set up in 1979, Roshni Birmingham is a leading provider supporting BAME communities through their journey to safety, confidence and independence to live free from violence, abuse and fear. 0800 953 9666 – 24 hours, 365 days a week.

Sikh Women's Action Network (SWAN) provides a support network and guidance for socially and economically disadvantaged women; one to one support for victims of Domestic Abuse, Child Sexual Exploitation, Grooming & Honour Based Violence; and a forum for women to engage in dialogue to discuss challenges and issues facing them.

Birmingham and Solihull's Women's Aid for domestic abuse telephone 0808 800 0028.

The Waiting Room: Birmingham and Solihull Health and Wellbeing services all listed in one place.

CEOP for advice on making a report about online abuse

PAPYRUS is the national charity dedicated to the prevention of young suicide (under 35s). Their vision is for a society which speaks openly about suicide and has the resources to help young people who may have suicidal thoughts. West Midlands Office, F8-F9, The Arch, Floodgate Street, Digbeth, Birmingham B5 5SL [0121 437 0411](tel:01214370411) westmidlands@papyrus-uk.org <https://papyrus-uk.org/hopelineuk/> 0800 068 4141

Two organisations providing support for pupils who are **young carers**, whether that support is providing physical support for parents or siblings, but also emotional support for young carers and support for those who have to care for themselves if their parent/carer is unable to.

Homegroup provide support specifically for pupils whose parent/carer has a mental health issue or diagnosed mental illness. Contact Holly Capener at Holly.Capener@homegroup.org.uk

Spurgeons provide support for pupils who are a young carer for a family member with an illness or disability. Jackie Benton is the contact and can be reached at jbenton@Spurgeons.org 0121 638 0876

For support with an eating disorder, children and young people can ring Beat's Youthline on 0808 801 0711.

STICK education consultation service bwc.stickfb@nhs.net The STICK Team's approach is that of prevention, early identification and early intervention to improve opportunities for engagement with children, young people and families in the delivery of mental health support in universal and universal partnership levels of care. Contact for advice and consultation before filling out an Early Help Assessment Form.

Education legal intervention team 0121 464 8979 attendance@birmingham.gov.uk

Children and Family Court Advisory and Support Service (Cafcass), Assistant Director, Rachel Holmes 0300 456 4000 Rachel.Holmes@cafscass.gov.uk