



# KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

## 2021 Safeguarding & Child Protection Policy

### Document Control

<b>Document Ref:</b>		<b>Date Implemented:</b>	October 2017
<b>Version:</b>	5	<b>Date Modified:</b>	October 2018, 2019, 2020
<b>Revision due date:</b>	June 2022	<b>Date Modified:</b>	June 2021
<b>Governor Committee and date (where applicable)</b>	LGB October 2021		
<b>Reviewed by:</b>	Jane Glendenning	<b>Sign and Date:</b>	
<b>Authorised by:</b>		<b>Sign and Date:</b>	

### Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy (2021)
	<a href="#">Attendance, punctuality and children missing from education policy (2021)</a>
	<a href="#">Anti-bullying (2021)</a>
	<a href="#">Sexual violence and harassment between young people policy (2021)</a>
	Digital Safety and Acceptable Use Policy (2020)

	PSHCE and RSE policy (2021)
	SEN Policy (2020)
	Suicide-Safer School Policy (2021)
	Self-harm Policy (2021)

Jane Glendenning (DSL) is responsible for reviewing and updating this procedure.

**CONTENTS - please click on the headings below to find the section that you need**

<b>INTRODUCTION</b>	<b>4</b>
<b>AIMS AND VALUES</b>	<b>5</b>
<b>STATEMENT OF PRINCIPLES</b>	<b>6</b>
<b>STRATEGIES TO SAFEGUARD THE SCHOOL COMMUNITY</b>	<b>6</b>
• The use of reasonable force	7
• Peer on peer abuse	7
• Criminal exploitation	8
<b>EXPECTATIONS</b>	<b>8</b>
<b>SAFER RECRUITMENT &amp; SELECTION</b>	<b>8</b>
• Induction	8
<b>ROLES, RESPONSIBILITIES, PROCEDURES AND ADVICE IF YOU HAVE CONCERNS:</b>	<b>9</b>
• CHARITY CONTACT DETAILS AND HELPLINES advice and support for parents/carers and students	9
• SCHOOL STAFF’S ROLE IN SUPPORTING CHILDREN	9
○ INFORMATION FOR STAFF	9
• INVOLVING PARENTS/CARERS	9
○ Children in specific circumstances: Private Fostering	9
• MULTI-AGENCY WORK	10
○ Children with additional needs	10
• THE GOVERNING BODY	10
○ Quality assurance	11
<b>MONITORING, EVALUATION AND REVIEW</b>	<b>12</b>

Schools in England must have regard to the most recent statutory guidance [Keeping Children Safe in Education \(KCSiE\)](#) when carrying out their duties to safeguard and promote the welfare of children.

We will fulfil our local and national responsibilities as laid out and identified in the following documents:

- [The Education and Inspections Act 2006 \(Sections 89, 90 and 91\)](#)
- [Education Act 2011](#)
- [Children Act 1989](#)
- [Equality and Human Rights Commission: Protected Characteristics \(2020\)](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014 \(Part 3\)](#)
- [The most recent version of Working Together to Safeguard Children \(DfE\) July 2018](#)
- [Protection from Harassment Act 1997](#)
- [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.](#)
- [https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)
- [Mental Health & Behaviour in Schools](#)
- [Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance \(2018\)](#)
- [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#)
- [Bullying in England April 2013 to March 2018, November 2018. Department for Education \(DfE\)](#)
- [PSHCE Association Relationships education, relationships and sex education \(RSE\) and health education](#)
- [Birmingham Safeguarding Children Partnership threshold guidance Right Help Right Tim](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation.](#)
- [Protecting Children from Radicalisation: The Prevent Duty, 2015](#)
- [Birmingham RSE Primary Offer](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Voyeurism Offences Act 2019](#)
- [DfE statutory guidance on Children Missing Education](#)

## INTRODUCTION

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined as:

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

King Edward VI Handsworth for Girls will follow Keeping Children Safe in Education Part One in reference to:

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

In Birmingham new safeguarding partners and child death review partner arrangements are 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 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.

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which ensures that students:

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

King Edward VI Handsworth School for Girls is committed to safeguarding and promoting the welfare of all its students. We believe that:

- Our young people have the right to be protected from harm, abuse and neglect;
- Our young people have the right to experience their optimum mental and physical health;
- 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, social and mental health needs as well as their educational needs – a happy, healthy, sociable young person will achieve better educationally;
- Our school will ensure clear systems and processes are in place to enable identification of these needs, Including consideration of when mental health needs may become a safeguarding need;
- Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours.
- All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

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

Our Data Protection officer is: Mr Tom Rowland, [Tom.Rowland@ske.uk.net](mailto:Tom.Rowland@ske.uk.net)  
Our Rights Respecting link is: Miss Clare Berry, Co-Head  
Our lead for Mental Health is: Miss Jane Glendenning, DSL  
Our Safeguarding governor is: Mr Matt Trevor, [Matt.Trevor@kevibham.org](mailto:Matt.Trevor@kevibham.org)  
Our Operation Encompass Key Adult is: Miss Jane Glendenning,, DSL

## **AIMS AND VALUES**

King Edward VI Handsworth School for Girls will endeavour to provide an environment where every student can feel:

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

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

- Adopting a Whole school approach to safeguarding;
- Ensuring that safeguarding and child protection underpin all relevant aspects of process and policy development in school;
- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Safeguarding issues, including online safety, peer on peer abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way;
- 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 our students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation;
- Recognising risk and supporting online safety for pupils, including in the home.

This means that in our school we will:

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

The Keeping Children Safe In Education Guidance now requires that additional information about peer-on-peer abuse should be included in schools' and colleges' child protection policies, including: paragraph 144-bullet point 6 "a statement which makes clear there should be a zero-tolerance approach to abuse". The School has a specific policy which relates to peer on peer abuse available on our website. The school's values, ethos and behaviour policies also provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

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

## STATEMENT OF PRINCIPLES

These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time):

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

This means that in our school:

- All staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership in [Right Help Right Time](#), and procedures for [Early Help](#).
- All staff will be enabled to listen and understand the lived experience of young people by facilitating solution focused conversations appropriate to the young person's preferred communication style.
- It also means that where early help is appropriate, the Designated Safeguarding Lead/Deputy will liaise with other agencies and complete an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- Early help cases will be kept under constant review, and if the child's situation does not improve/is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services
- When issues arise, the Headmistress will speak out, addressing them internally where possible and escalating when this is unsuccessful.
- Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of school life such as safeguarding.

## STRATEGIES TO SAFEGUARD THE SCHOOL COMMUNITY

King Edward VI Handsworth School for Girls has adopted a range of strategies to safeguard and support the whole school community, including:

- the consistent promotion of the school's code of behaviour which requires all members to respect the rights of others;
- all staff receiving training on peer on peer abuse (see below);
- tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and [protected characteristics](#) including: adopting a 'whole school approach' to tackling sexism; challenging homophobic language, 'banter' and racist language; and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way;
- staff being made aware of our school's unauthorised absence and children missing from education procedures, adapting attendance monitoring on an individual basis to ensure the safety of each young person at our school;
- School holding two or more emergency contact numbers for each student;
- being alert to indicators of [vulnerability to radicalisation](#) and following the guidance on [safeguarding students who are vulnerable to radicalisation](#);
- providing opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being;
- developing policies which address issues of power and potential harm to ensure a whole school approach;
- using screening software to monitor offensive and inappropriate language and behaviour used in all documents, emails and websites and taking immediate action to investigate further;
- teaching students to self-regulate their behaviour and encourage them to self-reflect following inappropriate behaviour;

- having effective recording systems including CPOMS, Smoothwall and SIMS;
- having a clear policy of mobile phones not permitted to be in use during school hours;
- staff modelling appropriate moral conduct and expecting students to develop an understanding of inappropriate behaviour because it is not the right thing to do, rather than just because they are told not to do;
- training Pupil Wellbeing Leads in school so pupils can speak to their peers and seek advice;
- celebrating student's backgrounds, faiths and cultures through assemblies, form time and the curriculum;
- working with multi-agency teams including police and children's services as appropriate;
- recognising the particular vulnerability of children who have a social worker;
- sharing information on a regular basis and building relationships with families;
- sharing any updates from the national and local government organisations with regard to [COVID-19 and any focus on online safety](#).

### **The use of reasonable force**

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

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. (Government advice for '[Use of Reasonable Force in Schools](#)' is available [here](#).) When using reasonable force in response to risks presented by incidents involving young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force is reduced. Therefore, we will write [Individual Behaviour Plans](#) for our more vulnerable young people and agree them with parents and carers.

### **Peer on peer abuse**

We fully understand that even if there are no reports of peer on peer abuse in school it may be happening. As such all our staff and young people are supported to:

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

We will follow both national and local guidance and policies to support any young person subject to peer on peer abuse. This will include:

- following the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools;
- recognising that "child on child abuse" can occur between and across different age range;
- utilising the [Children who pose a Risk to Children School Safety Plan](#) produced by the local authority;
- the DSL and Pastoral Team following the local good practice guide "[Responding to Sexual Behaviour in Children and Young People](#)" to enable provision of effective support to any young person affected by this type of abuse;
- when assessing and responding to harmful sexualised behaviour following the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People - A Whole School Approach - 2021.

## **Criminal exploitation**

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This means that in our school we will:

- Notice and listen to young people showing signs of being drawn in to antisocial or criminal behaviour;
- use the risk assessment screening tool to support our referrals to CASS for any young people in our school we are concerned about;
- be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

## **EXPECTATIONS**

- If we are named as a relevant agency, we are under a statutory duty to cooperate 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.
- In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.
- 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.

## **SAFER RECRUITMENT & SELECTION**

All recruitment materials include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. The school pays full regard to Part 3 of 'Keeping Children Safe in Education' and 'Safer Recruitment' practice including but not limited to scrutinising applicants, verifying candidates' identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, UK Right to Work, a clear enhanced DBS check and any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with young people. Evidence of these checks are recorded on our Single Central Record.

The following school staff have undertaken Safer Recruitment training:

- Miss Jane Glendenning, DSL
- Mrs Amy Whittall, Headteacher
- Ms Clare Berry, Co Head
- Mrs Nicola Daniel, Deputy Head
- Mr Charles Trotter, Assistant Head

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

- Mr David Wheeldon, Chair
- Mr Matt Trevor, Safeguarding Governor

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

## **Induction**

All staff, especially staff who have been redeployed in response to COVID-19, must be aware of systems within our setting which support safeguarding, and these are explained to them as part of staff induction. Our staff induction process covers:

- This Safeguarding & Child Protection policy;
- The Behaviour for Learning Policy;
- The Staff Code of Conduct;
- The safeguarding response to children who go missing from education;
- The role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of part one of KSCIE is provided to staff at induction.

## **ROLES, RESPONSIBILITIES, PROCEDURES AND ADVICE IF YOU HAVE CONCERNS:**

[CHARITY CONTACT DETAILS AND HELPLINES](#) advice and support for parents/carers and students

### **SCHOOL STAFF'S ROLE IN SUPPORTING CHILDREN**

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

An Our Family 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.

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

We will ensure the school works in partnership with parents/carers and other agencies as appropriate and responds appropriately to any [allegations against a member of staff](#).

### **INFORMATION FOR STAFF**

#### **INVOLVING PARENTS/CARERS**

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

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

#### **Children in specific circumstances: Private Fostering**

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

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

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

- Young people who need alternative care because of parental illness;
- Young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee young people;

- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Young people staying with families while attending a school away from their home area.

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.

## **MULTI-AGENCY WORK**

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

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

We will cooperate 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.

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

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.

### **Children with additional needs**

Our school recognises that all students have a right to be safe. Some students 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. 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 conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

## **THE GOVERNING BODY**

The Governing Body is the accountable body and must ensure that they comply with their duties under legislation. They should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in our own policies and procedures. The Governing Body should also be prepared to supply information as requested by the three safeguarding partners.

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

- The school operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Governing Body);

- 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;
- The Governing Body will ensure that at least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all Birmingham Safeguarding Children Partnership procedures;
- The Chair of the Governing Body, Mr David Wheeldon [David.Wheeldon@kevibham.org](mailto:David.Wheeldon@kevibham.org) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Headmistress.

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

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

Our nominated **Governor for Safeguarding and Child Protection is: Mr Matt Trevor** [Matt.Trevor@kevibham.org](mailto:Matt.Trevor@kevibham.org) who will receive safeguarding training relevant to the governance role every 2 years. The Nominated Governor is responsible for liaising 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.

### Quality assurance

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

- Ensuring that data and quality assurance outputs are regularly reviewed through Section 175/157 audits and related governance and challenge arrangements.
  - Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance.
- We will therefore complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

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

This means that in our school:

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

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

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

#### **MONITORING, EVALUATION AND REVIEW**

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.