



## POLICY & PROCEDURES FOR SAFEGUARDING & CHILD PROTECTION INCLUDING PREVENT



Policy Reference Number	<b>P01</b>
Version	8
Originator	Janice Hamilton
Approved	14 November 2017 by CLT
Issue Date	November 2017
Review Date	November 2018 (earlier if changes in legislation)

Role	Name	Training
College Principal	Martin Sullivan	DSL and WRAP 3 Prevent
College Lead DSL	Janice Hamilton	DSL and WRAP 3 Prevent
Single Point of Contact for Prevent (SPOC)	Janice Hamilton	WRAP3 Prevent Train the Trainer
College Deputy DSLs	Zoe Bereza	LSCB Early Help LSCB Child Protection Multi-Agency Working WRAP3 Prevent
	Tim Goss	LSCB Multi-Agency Working LSCB Early Help WRAP3 Prevent
	Margaret Harrison	DSL and WRAP3 Prevent
	Trevor Irving	DSL and WRAP3 Prevent
	Jamie Staddon	LSCB Emotional Abuse LSCB Child Protection Multi-Agency Working ETF Prevent Training
	Sonia Wood	LSCB Early Help LSCB Child Protection Multi-Agency Working WRAP3 Prevent
Academy Council Lead for Safeguarding	Lesley Long	NAT Safeguarding and Prevent trained
Safer Recruitment trained	JH/MS/TI/SW/MH	Solihull MBC Safer Recruitment Training
NAT Trustee Lead for Safeguarding	Vrigu Dey	Governor safeguarding training Prevent training
NAT DSL		To be appointed

Service	Contact Name	Contact Number
Birmingham Social Services – MASH		0121 303 1888
Birmingham LADO Team	<a href="mailto:Ladoteam@birmingham.gov.uk">Ladoteam@birmingham.gov.uk</a>	0121 675 1669
Solihull Social Services – MASH		0121 788 4333 Out of hours 0121 605 6060
Solihull LADO	Simon Stubbs	0121 788 4333

## A POLICY

### A.1 Principles

A1.1 This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004, the Education Act 2002, the Education Guidelines 2010, the Counter Terrorism & Security Act 2015, and in line with government publications: Working Together to Safeguard Children 2013; Keeping Children Safe in Education, September 2016; the Prevent Duty 2015 (Annex B); and departmental advice "What to do if you are worried a child is being abused: Advice for Practitioners".

A1.2 Academy Councillors, staff and volunteers recognise their responsibility and are fully committed to protect and safeguard the welfare of the students and young people entrusted to its care. It is the agreed policy of the Ninestiles Academy Trust and the College Leadership Team that all Trustees, Academy Councillors and staff undertake an enhanced DBS (Disclosure and Barring Service) check on appointment. All other legally required checks as detailed in Section 3 of Keeping Children Safe in Education, September 2016 are also carried out for all new appointments and are recorded on the College's Single Central Record. For the purposes of this policy, students and young people are defined as persons under the age of 18. This procedure should also be followed in cases where students who are over 18 ("Vulnerable Adults") make disclosures or have visible signs of abuse, as younger siblings may be at risk.

A1.3 The welfare of the student is paramount at all times. The staff and Academy Councillors of the College are committed to listening to, relating effectively to and valuing each individual student in its care, and creating an environment where young people feel able to disclose. Information is shared in line with the appropriate protocols to ensure that students are safeguarded.

A1.4 The College embraces its responsibility to develop the resilience and critical awareness of our students so that their vulnerability to emotional manipulation in all forms is minimised. The College believes that the best way to develop resilience is through student engagement with a positive culture, offering robust and sustainable values and nurturing positive relationships with other young people and adults. See Annex A.

A1.5 Safeguarding and promoting the welfare of students is **everyone's** responsibility. **Everyone** who comes in to contact with students and their families and carers has a role to play in safeguarding. In order to fulfil this responsibility effectively, all professionals must ensure their approach is student-centred. At all times the **best interests** of the student should be considered.

A1.6 All College staff should be prepared to identify students who may benefit from **early help**: this means providing support as soon as a problem emerges. In the first instance, staff should discuss early help requirements with the designated safeguarding leads.

A1.7 The College and the Academy Council recognise their responsibilities to discuss with Children's Services any significant concerns about any student which may indicate physical abuse, emotional abuse, sexual abuse or neglect in accordance with the Local Safeguarding Children Board's (LSCB) child protection procedures and to attend any child protection conferences, initial and review, core group meetings and child in need conferences that may be called.

A1.8 The College and the Academy Council also recognise their responsibilities to prevent young people being drawn into extremism and to ensure that all members of staff, Academy Councillors and volunteers receive appropriate Prevent training and are aware of the reporting protocols. See Prevent Strategy as annexed. Protecting students from the risk of radicalisation is regarded as part of the College's wider safeguarding duties and is similar in nature to protecting young people from other forms of abuse and harm.

A1.9 The College recognises its duty to work with other agencies (e.g. Children's Social Work Services, Police Public Protection Unit, Counter Terrorism Unit, Child & Adolescent Mental Health Services, Education Welfare Service and Educational Psychology Service) in protecting students and their siblings from harm and in responding to abuse.

A1.10 The College recognises that staff are well placed to observe the signs of possible abuse and vulnerability because of their day to day contact with students, and need to be vigilant, always acting in the best interests of the student, whilst maintaining an attitude of 'it could happen here.' All staff should be mindful that students with additional learning support needs can face additional safeguarding challenges.

A1.11 There is support for staff in dealing with disclosures. Staff are encouraged to seek emotional support in relation to what they have heard. They may talk to the College Counsellor, the Designated Safeguarding Leads (DSLs) (see Appendix 3) or Occupational Health.

A1.12 All staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding regime with the Principal or by using the Trust's Whistleblowing Procedure. The code is intended to help employees in or working with the Ninestiles Academy Trust, to raise concerns about possible malpractice(s) at an early stage and in the right way. The Trust would rather employees raised the matter when it is just a concern rather than wait for concrete proof. Where a staff member feels unable to raise the issue internally or feels that their genuine concerns are not being addressed, they have recourse to other whistleblowing channels such as the NSPCC whistleblowing helpline.

A1.13 The principles embedded in this policy link into a suite of other policies and guidance relating to Health & Safety; Educational Visits; E-safety; Use of Social Media; Use of IT; Behaviour; Equality & Diversity; Special Educational Needs; Confidentiality; Attendance; Dignity at Work; the Prevent Strategy (Annex B); Promoting Resilience: Preventing Vulnerability (Annex A); Managing Behaviour; Managing Allegations; Discipline & Grievance Policy; Staff Code of Conduct; Safer Recruitment; and Whistleblowing. These separate policies can be found on the S drive under 'Policies'.

A1.14 In the ESFA funding requirements for 2017/18 there are new safeguarding clauses which require the Trust to make them aware if the College is the subject of a safeguarding investigation by the local authority or the police. In such circumstances, the Chief Executive should email [Enquiries.EFA@education.gov.uk](mailto:Enquiries.EFA@education.gov.uk).

## **A.2 Academy Council**

A2.1 The Academy Council recognises its responsibilities in ensuring that the College complies with safeguarding, child protection and counter terrorism legislation and has effective safeguarding policies and procedures in place for staff and students.

A2.2 The nominated Academy Councillor for child protection will ensure that the Academy Council is informed of its roles and responsibilities in Safeguarding & Prevent matters and of changes to child protection legislation. See Appendix 2, Role of the Nominated Academy Councillor for Child Protection & Prevent.

A2.3 The Chair of the Academy Council will be the link person with the Chief Education Welfare Officer and investigating agencies where allegations are made against the Principal.

A2.4 The Academy Council supports staff in carrying out their responsibilities with regards to child protection. The Council will ensure that the College has a Safeguarding & Child Protection Policy incorporating Prevent and clear procedures for training and referrals, and

that child protection matters are raised at Academy Council meetings at least on a termly basis.

A2.5 Academy Council members will receive appropriate training.

### **A.3 Designated Safeguarding Lead (DSL)**

A3.1 It is the role of the Principal and the Academy Council to appoint an appropriate senior leader as the Designated Safeguarding Lead. The Designated Safeguarding Lead takes lead responsibility for Safeguarding, Child Protection and Prevent. Deputies are trained to the same standard but whilst activities can be delegated the ultimate lead responsibility remains with the Designated Safeguarding Lead. The DSL (see appendix 3, Role of the DSL) will coordinate action on child abuse within the College, ensuring that all staff, including supply staff, are aware of their responsibilities in relation to Safeguarding including Prevent. Janice Hamilton, Vice Principal, is the Designated Safeguarding Lead for Child Protection. The Principal, Vice Principals and Assistant Principals are all fully qualified, practising DSLs.

### **A.4 Responding and Referring**

A4.1 Any member of staff who has concerns about the safety or potential abuse of a student must report their concerns to a Designated Safeguarding Lead without delay. This includes allegations made against other students. This is in line with the statutory referral process outlined in 'Keeping Children Safe in Education', September 2016.

A4.2 All staff must be aware of the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Leads and Children's Social Care. Staff must never promise a student that they will not tell anyone about an allegation, as this may not ultimately be in the best interests of the student.

A4.3 If a student is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately. Anyone can make a referral: where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to the local Children's Social Care contact number. The numbers for Solihull are 0121 7884333 in working hours and 0121 6056060 out of hours.

A4.4 Any member of staff who discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, has a statutory duty to report it directly to the police. Such cases should also be reported immediately to and discussed with the DSL.

A4.5 Any member of staff who suspects that a student may be at risk of radicalisation should inform a DSL immediately or in the event of an emergency, contact the West Midlands Counter Terrorism Unit through the 101 number.

A4.6 The DSL should feed back to the member of staff sharing the concerns any decisions that they make in relation to action to be taken. If the member of staff does not agree with the decision of the DSL and feels that a student is at risk of significant harm, he/she has an individual responsibility to make a referral him/herself.

A4.7 Normally the DSL will deal with all subsequent notification and actions, including liaising with the DSL of the school(s) attended by the siblings of the student causing concern.

A4.8 If the outcome of a referral to the Children's Services Multi-Agency Safeguarding Hub (MASH) or to the Counter Terrorism Advisory Service is that it is below the threshold for statutory assessment, the DSL will support an early help assessment in partnership with other agencies.

A4.9 If there is a professional disagreement regarding the outcome of a referral to the Multi-Agency Safeguarding Hub, the DSL will follow the LSCB professional disagreement protocol and escalate their concerns.

A4.10 When discussing concerns in respect of a student who is 'Looked After' by the Local Authority in addition to consulting with/referring to the Multi-Agency Safeguarding Hub, the student's named social worker, if known, will be informed.

A4.11 Safeguarding or Prevent concerns relating to any adults in the College community should be made to the DSL or to the Principal

## **A.5 Allegations against Staff**

A5.1 See separate policy 'Dealing with allegations of abuse against teachers and other staff' available from the Human Resources Office and on the S: drive under 'Policies'.

**SFCS Policy ref P04 : Adopted 4.10.17**

## **A.6 Record Keeping**

A6.1 Any member of staff receiving a disclosure of abuse from a student or young person or noticing signs or symptoms of possible abuse or vulnerability in a student, must make notes as soon as possible (within the hour if possible) writing down as exactly as possible what was said or seen, making a note of any visible marks and injuries, putting the scene into context and giving the time and location.

A6.2 Dates and times of events should be recorded as accurately as possible together with a note of when the record was made. All records must be signed and dated clearly. Records are mainly stored by the DSLs electronically on Tyber (confidential and accessible only by DSL team) and in a locked filing cabinet in room H217. DSLs are happy to share and discuss their Tyber records with referrers.

A6.3 All records of a child protection nature (hand-written or typed) must be given to the DSL for safe keeping. This includes child protection conference minutes. Access to any records will be on a 'need to know' basis. No records should be kept other than by the DSL team. Records shall be kept up until the students' 25<sup>th</sup> birthday and be shared in line with DfE protocols.

## **A.7 Training**

A7.1 The College is committed to supporting and training all staff in matters of Safeguarding and Child Protection including Prevent. Training is provided for all new staff, volunteers and Academy Councillors/Trustees on appointment and regular refresher training provided (at least every three years). In addition, all staff members will receive Safeguarding, Prevent and Child Protection updates as required but at least annually, to provide them with the relevant skills and knowledge to safeguard students effectively.

A7.2 The DSLs undertake the relevant Solihull LSCB modules in order to practice as a DSL and maintain their status by attending the Solihull LSCB Conference at least every other year.

A7.3 The DSLs will liaise with the Chief Education Welfare Officer at the local authority with respect to ensuring that all staff have access to appropriate training.

## **A.8 Recruitment of Staff and Volunteers**

A8.1 The College will follow good practice guidance as outlined in the 'Recruitment and Selection Policy' and The Single Central Record. The College ensures that there is at least one person on every recruitment panel that has completed Safer Recruitment Training.

A8.2 All staff (including agency staff and contractors) will be made aware of their responsibilities in relation to Safeguarding and Prevent.

## **A.9 Risk Assessments**

A9.1 Risk assessments will be undertaken on all rooms, facilities, equipment, work experience and voluntary service placements, trips and visits, and where necessary on individual students, e.g. students suffering from asthma or epilepsy and guest speakers

A9.2 Health and safety matters are reported on a termly basis to College Leadership Team (CLT) and to the Ninestiles Academy Trust.

A9.3 The College recognises its safeguarding responsibilities for students engaged in activities organised by the College off-site. Work experience and voluntary service providers will be risk assessed and informed of the College's Safeguarding & Child Protection Policy and Procedures including Prevent.

A9.4 All staff and students will be inducted into the Safeguarding including Prevent and Health & Safety Policies and Procedures.

## **B PROCEDURES**

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

### **B.1 Understanding abuse**

B1.1 Child abuse is defined as a form of maltreatment of a child or young person. Someone 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children. The four main categories are neglect, physical injury, sexual abuse, emotional abuse. The definitions below come from Solihull LSCB Child Protection Policy and Procedures.

#### **B1.1.1 Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

#### **B1.1.2 Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express his/her views, deliberately silencing him/her or making fun of what he/she says or how he/she communicates. 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 over-protection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Cases of preparations for forced marriages should be reported as a form of

emotional abuse. Some level of emotional abuse is involved in all types of ill-treatment of a child though it may occur alone.

### B1.1.3 Sexual Abuse

Sexual abuse involved 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 (eg 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. See Appendix 3, Abuse of Position of Trust.

### B1.1.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment or the child's health and development. Neglect may also occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical harm or emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### B1.2 Specific safeguarding issues

Keeping Children Safe in Education, September 2016 identifies a range of other specific safeguarding issues. All staff should have an awareness of these safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put young people in danger. All staff should also be aware that safeguarding issues can also manifest themselves in peer on peer abuse. This is most likely to include, but may not be limited to bullying (including cyber-bullying), gender based violence/sexual assaults and sexting.

B1.3 Reporting procedures for peer on peer abuse are the same as they are for all other safeguarding and prevent concerns. Further information is included in Annex A of Keeping Children Safe in Education, September 2016, and guidance and procedures on the following are also contained in the Solihull Local Safeguarding Board procedures:

- Bullying including cyber-bullying
- Children missing from education\*\*
- Child missing from home or care\*\*
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Racist, disability and homophobic or transphobic abuse
- Female genital mutilation\* (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against woman and girls (VAWG)
- Hate
- Mental health

- Missing children and adults
- Private fostering
- Preventing Radicalisation\*\*\*
- Sexting
- Relationship abuse
- Trafficking

\* Female Genital Mutilation 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. Any member of staff who discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, has a statutory duty to report it to the police. Unless the member of staff has a good reason not to, such cases should also be reported to and discussed with the DSL and involve Children's Social Care as appropriate.

\*\* Safeguarding children and young people who go missing from home, education and care. A child or student going missing from education is a potential indicator of abuse or neglect. The College has a comprehensive attendance policy in place to monitor and follow up on absence and it is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

\*\*\* Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included within the definition of extremism are calls for the death of our armed forces, whether in this country or overseas. There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection.

## **B.2 Who is responsible?**

B2.1 If a student discloses an incident of child abuse (or suspected child abuse), has visible signs of what might be child abuse, or is displaying vulnerabilities (or there is a third party referral), it is the duty of any individual member of staff to whom the disclosure is made to or to whom the signs are visible to follow the procedure described in section B.3 below.

B2.2 Students are made aware of their responsibility to disclose through induction.

B2.3 Parents are made aware of their responsibility to disclose through the Introductory Parents' Evening.

## **B.3 Action to be taken by a member of staff concerned about child abuse**

B3.1 If a student discloses an incident of suspected child abuse:

Step 1 Do not give the students an assurance of absolute confidentiality.

Step 2 Listen to the student rather than directly question him/her.

Step 3 Do not interrupt the student when he/she is recalling significant events, and do not make suggestions as to alternative explanations for his/her worries.

Step 4 Ensure that you make a note of the discussion including date, time, setting and people present.

Step 5 Refer the issue to one of the DSL team within two hours of the disclosure. Explain that this is a child protection issue. The DSL may need to talk to the member of staff and/or the student. If there is a delay in the DSL reaching the member of staff and it is felt to be appropriate, the student may be left with an Assistant Principal (who will not need to know the detail of the case, simply that it is a child protection issue). Referrers will be required to complete the referral form, see appendix 1.

Step 6 Record all actions subsequently taken.

B3.2 If the member of staff has any concerns about a student who has not disclosed, the matter should be referred to the DSL.

#### **B.4 Action to be taken by the DSL**

B4.1 On the advice of Education Welfare and/or the Multi-Agency Referral Team (MASH) or the Counter-Terrorism Advisory Service undertake any subsequent discussion with parents or the alleged abuser etc. regarding the referral.

B4.2 It is the responsibility of the DSL to inform the Multi-Agency Referral Team (MASH) as soon as possible, but certainly before the end of the College day. To do so they must telephone: (irrespective of where the student lives):

- 0121 788 4333 (out of hours 0121 605 6060).

B4.3 All referrals need to be confirmed in writing as soon as possible using the Children's & Families Interagency Referral form online

#### **B.5 Action to be taken to discuss or clarify a child protection concern prior to reporting it to the Multi-Agency Referral Team**

B5.1 Solihull MBC's Education Welfare Service has made a commitment to respond within 60 minutes to any contact from the College wishing to discuss or clarify a child protection concern. The Senior Advisor on Safeguarding and Vulnerable Children can be contacted on 0121 704 6620. The local authority MASH team should make a decision within one working day of a referral being made about what course of action they are taking in relation to a referral and whether it meets the threshold for intervention or is referred for early help.

## Safeguarding & Prevent Child Protection Concern/Disclosure Referral Form



Please complete all sections as fully as possible before passing to a member of the DSL team

<b>Name of Student:</b>	
<b>Student's date of birth:</b>	
<b>Student's address:</b>	

<b>Name(s) of siblings</b>			
Gender			
Date of birth			
School (if known)			

<b>Nature of incident/concern/disclosure</b> (include any relevant background information)

<b>What the student said in his/her own words</b>

<b>Where were you when the student made the disclosure, and was anyone else with you?</b>

<b>Observations made/professional opinions</b> (please make distinction between fact and opinion)

<b>Name of member of staff:</b>	
<b>Signature of member of staff:</b> <i>(Not required if form is emailed)</i>	
<b>Role of member of staff:</b>	
<b>Date and time of referral to DSL:</b>	
<b>Name of DSL:</b>	
<b>Signature of DSL:</b>	
<b>Action taken by DSL</b>	
<b>Referral to:</b> MASH, Children's Services, etc	

## **Role of the Nominated Academy Councillor for Safeguarding, Child Protection & Prevent**

Child protection is the responsibility of the Academy Council. The role of the Academy Councillor with responsibility for Safeguarding is strategic rather than operational and there will be no involvement in concerns about individual students.

- 1 The nominated Academy Councillor with responsibility for Safeguarding, Child Protection and Prevent issues is **(to be confirmed)**.
- 2 The nominated Academy Councillor is responsible for liaising with the Lead (DSL) and with the Academy Council over matters regarding Safeguarding, Child Protection and Prevent, including:
  - ensuring that the College has procedures and policies which are consistent with the LSCB/s procedures and monitoring their use
  - ensuring that the Academy Council considers the College's policy on Safeguarding, Child Protection including Prevent on an annual basis
  - appointing members of the College Leadership Team to the role of Designated Safeguarding Leads for child protection and ensuring that they undertake updated child protection training every two years
  - ensuring that there are Designated Members of Staff for Looked After Children, who are appropriately trained and who have a key role in promoting the educational achievement of Looked After Children
  - ensuring that the Principal and all staff members undergo refresher Safeguarding and Child Protection including Prevent training regularly (at least every three years) and that training is provided for all new members of staff on appointment
  - ensuring that all staff members receive Safeguarding, Prevent and Child Protection updates as required but at least annually, to provide them with the relevant skills and knowledge to safeguard students effectively
  - ensuring that the College contributes to interagency working
  - ensuring that the Policy & Procedures for Safeguarding & Child Protection including Prevent is publicly available on the College's website
  - ensuring that there is a clear Staff Code of Conduct in place
  - ensuring that appropriate safeguarding measures are in place to respond to children and young people who go missing from education
  - ensuring that each year the Academy Council is informed of how the College and its staff have complied with the policy, and provide an account of the training that staff have undertaken, including the Designated Safeguarding Leads (annual report).
  - ensuring that the College operates safe recruitment procedures in line with national and local guidance and monitors the process.
  - ensuring that there are appropriate safeguarding arrangements in place for contractors on the College site
- 3 The nominated Academy Councillor is responsible for ensuring that there is a policy in place for Managing Allegations against Staff and that it is implemented and monitored. However it is the responsibility of the Chair of the Academy Council to oversee the liaison between agencies such as the Police and Social Services (as defined by the LSCB) in connection with allegations made against the Principal or the DSL. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries. Allegations or concerns against employees of the Trust Central Team must be reported to the Chair of the Board of Trustees who will liaise with the Local Authority Designated Officer (LADO) in determining the appropriate way forward.
- 4 It is the responsibility of the College's Leadership Team and the Academy Council to ensure that appropriate filters and monitoring systems are in place to safeguard students from potentially harmful and inappropriate online material whilst at the same time being careful to ensure that over-blocking does not lead to unreasonable restrictions as to what students can be taught with regards to online teaching and safeguarding.
- 5 The nominated Academy Councillor shall receive appropriate training as directed by the LSCB.

## **Role of the Designated Safeguarding Lead for Safeguarding, Child Protection and Prevent**

### **Referrals**

1. Refer cases of suspected abuse or allegations, including unexplained absence for a period of ten College days or more, to the relevant investigating agencies.
2. Use professional judgement in identifying young people who might be at risk of radicalisation and act proportionately which may include seeking advice from and/or making a referral to the West Midlands Counter Terrorism Unit.
3. Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies.
4. If early help is appropriate, the Designated Safeguarding Lead will work with other staff members in liaising with other agencies and setting up inter-agency assessment as appropriate
5. If early help or other support is appropriate, the DSL will keep cases under review and refer to Children's Social Services if the student's situation does not appear to be improving
6. Lead on management of Looked After Children (LAC) and children who go missing from education
7. Keep detailed accurate secure written records of referrals and/or concerns relating to Safeguarding and Prevent.
8. Follow up on a referral should information not be forthcoming following a referral.

### **Statutory Training for the DSL Team**

1. Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and a Channel Panel and be able to attend and contribute to these effectively when required to do so.
2. Obtain access to resources and attend any relevant and/or refresher training courses at least every two years.

### **Training for Staff**

1. Ensure staff are trained in how to recognise and identify signs of abuse and vulnerability and when it is appropriate to make a referral.
2. Ensure each member of staff has access to and signs to say they have read and understand both the College's safeguarding and child protection policy including Prevent, AND Section one of Keeping Children Safe in Education September 2016.
3. Ensure all staff and governors have induction training covering child protection and Prevent and are able to recognise and report any concerns immediately they arise.
4. Ensure that all staff and governors receive refresher safeguarding training including Prevent regularly (at least every three years)
5. Ensure that all staff receive Safeguarding, Prevent and Child Protection updates as required but at least annually, to provide them with the relevant skills and knowledge to safeguard students effectively.

### **Raising Awareness**

1. Ensure the College's policy and procedures for Safeguarding & Child Protection including Prevent is updated and reviewed annually and work with the Academy Council regarding this policy.
2. Ensure that students are made aware of the Safeguarding and Prevent procedures and referral process
3. Ensure that students and parents can access a copy of the Safeguarding and Child Protection Policy & Procedures including Prevent which alerts them to the fact that referrals may be made and to the role of the College in this to avoid conflict later.
4. Provide termly dashboards and an annual report on Safeguarding & Prevent to the College Leadership team and the Academy Council.

## **Abuse of Position of Trust**

### **A The Law**

- A.1 The Sexual Offences (Amendment) Act 2000 established a criminal offence of abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken. The legislation is intended to protect young people in education who are over the age of consent but under 18 years old.
- A.2 The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, carer or young person will be listened to and taken seriously in accordance with Solihull's procedures for those working with children and young people
- A.3 Grooming a child or person under 18 with a view to a future sexual relationship is an offence.

### **B Reporting concerns relating to a member of staff or other person in a position of Trust**

- B.1 If the suspicions in any way involve a member of staff, the matter should be brought to the attention of the Principal immediately who will discuss the allegation with the Local Authority Designated Officer (LADO) as soon as possible. The LADO for Solihull, Simon Stubbs, can be contacted on 0121 7884310.
- B.2 A referral will be made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- B.3 If the suspicion involves the Principal, advice needs to be sought from the LADO. The Academy Council Lead for Safeguarding and the Ninestiles Academy Trust Trustee lead for Safeguarding is to be informed immediately.
- B.4 The Principal or designated senior member of staff will attend any position of trust meetings relating to allegations against staff.



## College Position Statement Promoting Resilience: Preventing Vulnerability

### ANNEX A TO POLICY AND PROCEDURES FOR SAFEGUARDING & CHILD PROTECTION INCLUDING PREVENT

#### **A Philosophy**

A.1 The College embraces its responsibility to develop the resilience and critical awareness of our students so that their vulnerability to emotional manipulation in all forms is minimised. This includes: all aspects of safeguarding related to sexual exploitation, forced marriage, female genital mutilation, grooming and abuse; wider vulnerabilities in areas like bullying, substance abuse, and body-image; and addressing involvement with extremist ideologies under the Prevent agenda. A crucial element in strengthening student resilience in response to all these issues is the promotion of mature, critical and safe use of the internet.

A.2 The College believes that the best way to develop resilience is through student engagement with a positive culture, offering robust and sustainable values, and nurturing positive relationships with other young people and adults, so that they are not uncritically reliant on values mediated elsewhere, for example in the mass media or the internet. This culture needs to be open and dynamic, and must positively encourage the exploration of controversy that is a vital part of developing balanced and robust personal identity. Recent focus on “British Values” of democracy, the rule of law, individual liberty and mutual respect and tolerance align directly with this approach. We feel that the College is uniquely well placed to offer this environment, and we have a long-standing commitment to the development of a learning culture which has this ethos at its heart.

A.3 We believe that young people become more vulnerable when they lose their attachments to such a positive culture and become alienated from the network of support and validation it offers. This is when they are most at risk of identifying with other, often less safe, ideologies. Although the College accepts a responsibility to exclude such views whenever possible, we also know that complete insulation from them is impossible, and that the only real protection for our young people comes from giving them positive alternatives and the confidence to reject extremism.

A.4 Education in general, and a carefully nurtured College culture like ours in particular, are amongst the most powerful forces engaging young people positively, and are key elements in creating long term social resilience. Development of our College culture is seen as one of our highest priorities and is the direct responsibility of the Principal.

#### **B Action**

We nurture this culture by:

B.1 Establishing at enrolment and induction the key values of the College expressed through the Enrolment Contract, the Principal’s introductory address, and the mission statement emphasising “Aspiration, Investment and Respect.” (Ref: Enrolment Contract & Mission Statement.)

B.2 An approach to teaching and learning which is based on meeting individual student needs, and building skills, confidence and critical awareness. (Ref: Teaching, Learning & Assessment Policy and Schemes of Work.)

B.3 An explicit commitment to Equality & Diversity in all aspects of College life which ensures all groups and individuals are treated fairly, and none are alienated or isolated. (Ref: Equality & Diversity Policy and Report.)

B.4 Managing student behaviour and motivation through sustained praise and a measured contractual approach to non-compliance. (Ref: Behaviour & Praise Policy and Reports.)

B.5 Supporting ambition and progression so that students can view their future positively and with confidence. (Ref: Career Impact Report.)

B.6 Strong communication systems using Academic Coaches and Tyber to ensure good liaison between parents and College, and within teams at college. (Ref: Tyber.)

B.7 Highly effective arrangements for safeguarding and supporting students through timely intervention and appropriate support when issues are identified. (Ref: Safeguarding Policy).

B.8 A full commitment to the creation of student engagement in all aspects of College life, from feedback on teaching, to enrichment activities and student representation. (Ref: Student Council Constitution, Student Development Officer job descriptions, Student Surveys and Engagement Report.)

B.9 Active partnership with outside agencies including Prevent, Contest, the police, other schools, faith leaders and the local authority, which ensures that the College understands the local environment and acts in concert with others. (Ref: formal partnership agreements, liaison and meeting records.)

B.10 Clear policies on Free Speech, e-safety, use of the Prayer Room, student societies and visiting speakers which ensure external inputs support rather than undermine, College culture. (Ref: relevant policies.)

B.11 Full compliance with staff vetting, and rigorous staff selection processes which ensure that all staff, governors and volunteers are actively committed to this culture. (Ref: Recruitment & Selection Process.)

B.12 A calendar of high quality interventions with the whole student body which promote key elements of this strategy. (Ref: Coaching Seminar Programme.)

B.13 A full programme of staff training and development activities which ensures that all staff are aware of their responsibilities and actively promote College culture. (Ref: Staff Development Programme.)

## **C Strategic Priorities**

C.1 This approach to the development of College culture is integrated fully into the Strategic Objectives 2017-2022 under the Strategic Objective 4 “use the aspire approach to further enhance our learning culture.” The Development Plan for this objective shows how progress will be made and monitored by CLT and the Trust governance. The Lead Manager for this objective is the Principal.

## **D Equalities Impact Assessment**

D.1 Students in groups with protected characteristics under equalities legislation are often amongst those most vulnerable to the issues outlined here. This means that College actions and interventions to promote resilience and prevent vulnerabilities of all types will help to improve outcomes for those with protected characteristics.

## PREVENT STRATEGY

### ANNEX B TO POLICY AND PROCEDURES FOR SAFEGUARDING & CHILD PROTECTION INCLUDING PREVENT

#### A Background

A.1 The mounting concern about the threat that terrorism presents to the United Kingdom led to the introduction of the **Counter-Terrorism & Security Act** in February 2015. The Act puts the Government's counter terrorism strategy **Prevent** on a statutory footing, by placing a duty on specified authorities such as ourselves to have due regard, when exercising their functions, to the need to prevent people from being drawn into terrorism. Prevent work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from ISIS and associated groups and from other terrorist organisations in Syria and Iraq but terrorists associated with the extreme right also pose a continued threat to safety and security.

A.2 The Prevent strategy has three specific strategic priorities:

- **Responding** to the ideological challenge of terrorism and the threat we face from those who promote it.
- **Preventing** people from being drawn into terrorism and ensure that they are given appropriate support and advice
- **Working** with sectors and institutions where there are risks of radicalisation that we need to address.

A.3 The Government has said:

“We will respond to the ideological challenge of terrorism and the threat from those who promote it. In doing so, we must be clear: the ideology of extremism and terrorism is the problem; legitimate religious belief emphatically is not. But we will not work with extremist organisations that oppose our values of universal human rights, equality before the law, democracy and full participation in our society. If organisations do not accept these fundamental values, we will not work with them and we will not fund them. Secondly, we will prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. We will build on the successful multi-agency Channel programme, which identifies and provides support for people at risk of radicalisation. Thirdly, we will work with sectors and institutions where there are risks of radicalisation. Here, progress has been made in recent years, but it is patchy and must be better. So we will work with education and healthcare providers, faith groups, charities and the wider criminal justice system. We will also work to tackle the challenge of radicalisation on the internet.”

A.4 The Government's toolkit to help schools and colleges contribute to the prevention of violent extremism says: ‘Our goal must be to empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes’. Schools can make an important contribution, being a focal point for local communities and helping to build mutual respect and understanding. Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice. Education can be a powerful weapon against this, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, crucially, to gain an understanding of the values we share.

## **B Guidance on understanding the causes of violent extremism**

B.1 Evidence suggests that this path, or 'radicalisation' process, is not linear or predictable. The length of time taken can differ greatly from a few weeks to years and proceeding down a radicalisation path does not always result in violence. For some, but not all, of those who have become involved in violent extremism, the transition to post-secondary school learning was a crucial time. However, the secondary school age period was often when the process of radicalisation started which eventually tipped them into choosing to undertake violent or criminal acts. Research also shows that students with a safeguarding file are more vulnerable to radicalisation than other groups of students. Some common factors emerge:

### **B.2 Contact with recruiters**

Although there are isolated incidents of 'self-radicalisers' young people will generally become involved in violent extremist movements under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process of radicalisation can often be a social one. Interaction is most likely to be outside school settings, often in unsupervised environments such as gyms or cafes, or in private homes.

### **B.3 Access to violent extremist material**

Access in the past has often been via leafleting and local contacts but evidence suggests that the internet is now playing a much more important role – both violent extremist videos and propaganda accessed via websites or contact via social networking sites.

## **C What can make a young person susceptible to adopting extremist views and supporting violence?**

C.1 The key conclusion from available evidence is that there is no single profile of a person likely to become involved in extremism or single indicator of when a person might move to adopt violence in support of extremist ideas. However, it does appear the decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

## **D The College's Prevent Strategy**

D.1 The College's philosophy on promoting resilience and preventing vulnerability underpins the College's Prevent strategy, the specific aims of which are to:

- develop an awareness of Prevent in the College through training and links with local partners and ensure there is a clear referral process for Prevent concerns
- recognise current practice which contributes to the Prevent agenda
- promote democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (British values)
- continuously identify areas for improvement and further embedding of Prevent
- develop and maintain a Prevent risk assessment and coordinated action plan.

## D.2 Developing an awareness of Prevent

D2.1 The College recognises the importance of developing the knowledge and understanding of the Prevent agenda with all staff and Academy Councillors. The College is committed to raising awareness of the Prevent agenda and to providing ongoing training for all staff.

D2.2 It is every staff members' responsibility to respond appropriately to students whose behaviours are challenging and inappropriate and to report Prevent concerns directly to the Designated Safeguarding Leads.

D2.3 The College Leadership Team recognises its responsibility for developing and maintaining an up to date risk assessment and action plan in relation to the implementation of its Prevent duty.

## D.3 Local Partnerships

D3.1 The West Midlands is a priority area for the Government's Prevent strategy. The Local Authority has a multi-agency Prevent working group operating at strategic levels on which the College is represented.

D3.2 The College has a strong working partnership with Solihull Police.

- All staff have attended Workshops to Raise Awareness of Prevent (WRAP3) or undertaken the Education and Training Foundation's Prevent module
- The College has good contacts with the Neighbourhood Policing Team and it is policy to help the Police with any ongoing investigations which may involve students and staff.

D3.3 The College has good links with partner schools. This work is important to help understand potential tensions within our youth communities and support transition arrangements for some of the most vulnerable students.

D3.4 The College has a referral system developed alongside other post-16 providers in liaison with the local Channel Coordinator. Channel is the multi-agency approach to providing support to individuals who are deemed at risk of being drawn into terrorism related activity. It is led by the West Midlands Counter Terrorism Unit and it aims to: establish an effective multi-agency referral and intervention process to identify vulnerable individuals, safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorism 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 the College to make referrals if we are concerned that an individual might be vulnerable to radicalisation. An individual's participation is voluntary at all stages. The College has a duty to co-operate 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).

D3.5 The College is represented by the lead Designated Member of Staff for Safeguarding at key inter-agency meetings including the Solihull Prevent Partnership and has a direct link to the West Midlands Counter Terrorism Unit.

## D.4 College practice which contributes to the Prevent agenda

D4.1 The following aspects of the College's work link closely to the Prevent agenda:

- Missions and Values
- Equality & Diversity
- Learning culture
- Academic Coaching programme
- Safe giving protocols
- Student voice

- Student Constitution
- Safer recruitment – including Trustees and Academy Councillors
- Processes for vetting external speakers
- IT policies and web filtering protocols.

D4.2 Prevent sits within safeguarding at the College. The policy and procedures are well established and understood by staff. They reflect the DFE Keeping Children Safe in Education statutory guidance which has been broadened to include Prevent. The Safeguarding Team meets regularly and any concerns raised under the Prevent agenda are discussed within this group and with the Principal. Prevent referrals are included within the Safeguarding dashboard which is reported to the Academy Council on a termly basis.

D4.3 The College has an active Equality & Diversity Committee, chaired by a member of the College Leadership Team, and with a representative from the Student Council. They are mindful of the College's responsibility to promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (British values) with particular regard to those with protected characteristics as set out in the Equality Act 2010.

## D.5 Curriculum Support

D5.1 A core aim of the College curriculum is to produce students who are:

- responsible citizens, which includes understanding identity, valuing diversity and working cooperatively to promote positive change;
- confident individuals, which includes developing independence, self-awareness and the ability to make moral judgements;
- successful learners, which includes developing enquiring minds and engaging with global issues.

D5.2 The College systematically reviews its performance to ensure it narrows the attainment gap with vulnerable or disadvantaged groups/communities which may or may not be more likely to be subject to radicalisation.

D5.3 The College offers a wide range of subjects, many of which make direct reference to values and ethics, e.g. Law, Health & Social Care, Religious Studies, and Psychology. Teachers are aware of their responsibility to promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, within their teaching and learning and classroom management.

D5.4 Staff are encouraged to address controversial issues and to challenge misinformed views and perceptions amongst students in a way which promotes critical analysis, development of social values and understanding and appreciation of others. Staff are also aware of the need to challenge discrimination and prejudice and are alert to students who display vulnerabilities. Staff help students to acquire the skills and knowledge to challenge extremist views, and promote an ethos and values that promote respect for others.

## D.6 Academic Coaching Support

D6.1 Students receive excellent pastoral and curricular support which helps them to stay in College and complete their courses. There are very good procedures to identify vulnerable students, for example those in public care, and their welfare and progress is closely monitored by the Designated Safeguarding Leads.

## D.7 Promoting Student Engagement

D7.1 The College is committed to promoting “active citizenship” and student engagement in order to support students in developing as responsible young adults through involvement in the following:

- Student Council
- Duke of Edinburgh Award
- Volunteering
- Fundraising and responsible giving
- Peer mentoring
- Student groups and societies
- Faith groups
- Employability
- Work experience
- Health Ambassadors
- Student governors

D7.2 Annual training for the Student Council.

D7.3 Student voice is very important to the College. The collecting of student voice reaches a wide range of students through a variety of different formats such as coaching group reps, student forums and surveys.

D7.4 Students have a number of methods of raising concerns. Academic Coaches and the College counsellors know how to receive and refer issues.

D7.5 The Student Development Officers run a series of campaigns throughout the year to promote citizenship, respect and tolerance.

#### D.8 Information Technology in the College

D8.1 The College is committed to making sure that policies in relation to safe use of information technology and web filtering are up to date.

D8.2 Promotion of mature, critical and safe use of the internet is a vital element of the work we do with staff and students.

D8.3 Misuse of information technology is taken very seriously and managed through student and staff disciplinary procedures.