



NINESTILES
ACADEMY TRUST

Safeguarding & Child Protection Policy

	Name	Role
Trust Strategic Safeguarding Lead	Catherine Anwar	Chief Executive Officer
Trust Lead DSL	Gaetano Ferrante	School Improvement Director; Secondary & 6 th Form
Trust Deputy DSL	Usha Devi	School Improvement Director; Primary



The Sixth Form College, Solihull

Date of Issue: 11 September 2018

Date of update: 11 September 2018

Signed: Jamie Staddon, Lead DSL

Review Date: 01.09.2019

Safeguarding & Child Protection Policy for Schools, Education Settings & Education Services

CONTENTS

Part 1: Safeguarding Policy	Page 5
1. Introduction	Page 5
2. Overall Aims	Page 6
3. Guiding Principles	Page 7
4. Key Processes	Page 7
5. Expectations	Page 7
6. The Designated Safeguarding Lead (DSL)	Page 8
7. The Designated Teacher for Looked After Children	Page 10
8. The Governing Body	Page 10
9. A Safer School Culture	Page 12
9.1 Safer Recruitment and Selection	Page 12
9.2 Induction	Page 12
9.3 Staff Support	Page 12
10. The Use of Reasonable Force	Page 12
11. Our Role in the Prevention of Abuse	Page 13
11.2 The Curriculum	Page 13
11.3 Other Areas of Work	Page 13
12. What We Will Do if We Are Concerned – Early Help Response	Page 14
13. Safeguarding Pupils/Students who are Vulnerable to Radicalisation	Page 15
13.2 Risk Reduction	Page 15
13.3 Response	Page 16
13.4 Channel	Page 17
14. Safeguarding Pupils/Students who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking	Page 17
14.7 Reporting of Female Genital Mutilation	Page 18
15. Children who go Missing From Education	Page 18
16. Sexual Violence and harassment Between Children in Schools and Colleges	Page 19
Part 2: The Key Procedures	Page 20
Chart: Responding to Concerns About a Child	Page 20
17. Involving Parents/Carers	Page 21
18. Multi-Agency Work	Page 21
19. Our Role in Supporting Children	Page 21
20. Responding to an Allegation About a Member of Staff	Page 22
21. Children With Additional Needs	Page 22
22. Children in Specific Circumstances	Page 23
22.1 Private Fostering	Page 23
23. Links to additional information about safeguarding issues and forms of abuse	Page 23

Appendices	
Appendix 1: Definitions and Indicators of Abuse	Page 27
1. Neglect	Page 27
2. Physical Abuse	Page 27
3. Sexual Abuse	Page 28
4. Sexual Exploitation	Page 29
5. Emotional Abuse	Page 29
6. Responses from Parents	Page 30
7. Disabled Children	Page 30
Appendix 2: Dealing with a Disclosure of Abuse	Page 32
Appendix 3: Allegations About a Member of Staff, Governor or Volunteer	Page 33
Appendix 4: Indicators of Vulnerability to Radicalisation	Page 35
Appendix 5: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)	Page 37
Annex A: Promoting resilience and preventing vulnerability	Page 38

PART ONE: SAFEGUARDING POLICY

Ratified by the Governing Body 11 September 2018

To be reviewed (annually) 1 September 2019

Version number: September 2018/19

1.0 INTRODUCTION/RATIONALE

Whilst the prime focus of The Ninestiles Academy Trust is to secure the best educational provision for children and young people, it places the safety and welfare of our pupils and students at the heart of the Trust's culture and ethos.

We define Safeguarding as:

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

We believe:

- All children have the right to be protected from harm regardless of their race, religion, ethnicity, gender or sexuality.
- Children need to be safe and to feel safe in school.
- Schools can contribute to the prevention of abuse.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Our objective is to help keep young people safe by:

- Providing a safe environment for young people to learn and be successful
- Identifying young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure that they are kept safe both at home and at school.

1.1 Safeguarding and promoting the welfare of children is defined as –

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

Children include everyone under the age of 18.

1.2 The Sixth Form College, Solihull is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and children/young people need to be safe and to feel safe in school;

- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children/young people should be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 The Sixth Form College, Solihull will fulfil their local and national responsibilities as laid out in the following documents:-

- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE Sept 2018)
- [West Midlands Safeguarding Children Procedures](#)
- [The Education Act 2002](#) s175
- [Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE 2014)
- [Sexting in Schools & Colleges – responding to incidents and safeguarding young people](#) (UKCCIS) 2016
- General Data Protection Legislation (2018)
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

2.0 OVERALL AIMS

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

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

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

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

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

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

2.4 This policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

- The Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 GUIDING PRINCIPLES

3.1 These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (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.

3.2 In addition the Board has identified the following key safeguarding messages for schools -

- Every child is entitled to a rich and rounded curriculum.
- Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, the Head Teacher or Principal should speak out, addressing them internally where possible and escalating when this is unsuccessful.

4. KEY PROCESSES

- 4.1 All staff must be aware of the guidance issued by Birmingham Safeguarding Children Board in [Right Help Right Time](#), and procedures for [Early Help](#).

5.0 EXPECTATIONS

- 5.1 All staff and visitors will:

- Be familiar with this Safeguarding Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check)
- Be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.

- 5.2 All staff will receive annual Safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

6.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

- 6.1 Our Lead DSL on the Senior Leadership Team is *Jamie Staddon, Vice Principal*. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

- 6.1.1 The deputy DSLs will support the DSL within the role and deputise when the DSL is not on-site. They are:

Janice Hamilton, Vice Principal
Sonia Wood, Assistant Principal
Trevor Irving, Assistant Principal
Louise Dale-Barron, Assistant Principal
Zoe Bereza, Assistant Principal
Richard Hammond, Assistant Principal
Oona Stone, Assistant Principal
Caroline Sweeney, Curriculum Leader ALS

- 6.2 Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team is appointed to the role of DSL. This should be explicit in the role-holder's job description.
- 6.3 Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL in our school; the DSL will advise the Head Teacher/Principal as appropriate.
- 6.4 Safeguarding and Child Protection information will be dealt with, in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.
- 6.5 Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.5.1 Where records are stored electronically e.g. within 'My Concern' or CPOMS etc. there is no requirement to maintain paper files.
- 6.6 Access to records by staff other than by the DSL will be restricted, and a record will be kept of who has had access to them, when and why they accessed them.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 6.8 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 6.9 If a pupil/student moves from our school, Child Protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. We will record where and to whom the records have been passed and the date.
- 6.10 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

- 6.10 If sending by post, pupil records will be sent by “Special/Recorded Delivery”. For audit purposes, a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.11 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded on to the relevant organisation.
- 6.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings regarding their child protection information being passed on in order that the FE establishment can provide appropriate support (see para 6.10).
- 6.13 Our DSL and any deputies must undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- 6.13.1 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.
- 6.14 When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 6.14.1 In exceptional circumstances, when a face to face handover is unfeasible, the Head Teacher/Principal will ensure that the new post holder is fully conversant with all procedures and case files.
- 6.15 Birmingham Children’s Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Trust will support the care leaver to participate in education or training. DSL should therefore have details of the Trust’s Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

7.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

- 7.1 The Governing body must appoint a designated teacher (In non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have

left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- 7.2 The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is:
Caroline Sweeney, Curriculum Leader, Additional Learning Support
- 7.3 The designated teacher will work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.
- 7.4 The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

8.0 THE GOVERNING BODY

- 8.1 The Governing Body, proprietors and management committees are the accountable body and must ensure that they comply with their duties under legislation.
- 8.2 The Governing Body will ensure that:
- Governing Bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
 - All governors must have read part 2 of "KCSIE-18"
 - The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
 - At least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed ;
 - That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
 - The Head Teacher/Principal and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework and a training record maintained;
 - Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
 - The school remedies any deficiencies or weaknesses brought to its attention without delay; and
 - The school has procedures for dealing with allegations of abuse against staff/volunteers.
- 8.3 The Governing Body should review all policies/procedures that relate to safeguarding and child protection annually.
- 8.4 The Nominated Governor for safeguarding at the school is *Jazz Edwards*. The Nominated Governor is responsible for liaising with the Head Teacher/Principal

and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

8.4.1 The Nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.

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

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

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

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

9.0 A SAFER SCHOOL CULTURE

9.1 Safer Recruitment and Selection

9.1.1 The school pays full regard to 'Keeping Children Safe in Education Sept 18'. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

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

9.1.3 1:Martin Sullivan 2: Janice Hamilton 3: Jamie Staddon 4: Sonia Wood 5: Zoe Bereza 6: Oona Stone 7: Trevor Irving have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel. A member of the Governing Body should have received Safer Recruitment training.

9.2 Induction

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

- The child protection policy;
 - The behaviour policy;
 - The staff behaviour policy (sometimes called a code of conduct);
 - The safeguarding response to children who go missing from education; and
 - The role of the DSL (including the identity of the DSL and any deputies).
- Copies of policies and a copy of Part one of the KSCIE-18 document should be provided to staff at induction.

9.3 Staff Support

- 9.3.1 We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 9.3.2 Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

10.0 THE USE OF REASONABLE FORCE

- 10.1 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 children. This can range from guiding a child 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. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 10.2 Our College will not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and students.
- 10.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.
- 10.4 They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- 10.5 Our College will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

11.0 OUR ROLE IN THE PREVENTION OF ABUSE

11.1 We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

11.2 The Curriculum

11.2.1 Safeguarding issues will be addressed through the Coaching programme, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).

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

11.3 Other Areas of Work

11.3.1 All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole school approach.

11.3.2 Our safeguarding policy cannot be separated from the general ethos of the College, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to (see Annex A: Promoting resilience and Preventing vulnerability).

12.0 WHAT WE WILL DO WHEN WE ARE CONCERNED- EARLY HELP RESPONSE

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

12.2 In the first instance the child/young person will be enabled through the Signs of Safety and Wellbeing practice framework to express their lived experience. This will be documented in an appropriate format such as the '3 Houses' and added to the child's file. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child/young person may then be removed from the children with a safeguarding vulnerability list.

12.3 Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school-focused action plan with the child/young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help conversation log. This College-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding

needs have been addressed. Once all unmet safeguarding needs have been addressed, the child can be removed from the Children with a safeguarding vulnerability list.

- 12.4 Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the DSL will generally lead on liaising with other agencies and setting up an Early Help Assessment and an Our Family Plan and register these documents with the Early Help Support Team. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.
- 12.5 Should the DSL feel that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.
- 12.6 The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school focused support. See **Part 2** Key procedures.

13.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

- 13.1.1 Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 13.1.2 The Sixth Form College, Solihull values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 13.1.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. *The Sixth form College, Solihull* is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the College's safeguarding duty.

13.1.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

13.1.5 The Sixth Form College, Solihull seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

13.2 Risk Reduction

13.2.1 The College governors, the Head Teacher/Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of College premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found at: https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

13.2.2 This risk assessment will be reviewed as part of the annual Section 175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

13.3 Response

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

13.3.2 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 4.

13.3.3 Our College, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Jamie Staddon, Vice Principal and Lead DSL. The responsibilities of the SPOC are described in Appendix 5.

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

13.3.5 We will monitor online activity within the College to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of specialist online monitoring software, which in this College is called *Visigo (Smoothwall)*.

13.3.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.

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

13.4 Channel

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

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

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

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

13.4.4 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

14.0 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

- 14.1 Our Safeguarding Policy and the College's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 14.2 Our College keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 14.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans.
- 14.4 Our College works with and engages with families and the local communities to talk about such issues.
- 14.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 14.6 Our DSL(s) know where to seek and get advice as necessary and our school will bring in experts and uses specialist material to support the work we do.
- 14.7 Reporting of Female Genital Mutilation (FGM)
 - 14.7.1 With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.
 - 14.7.2 Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

15.0 CHILDREN WHO GO MISSING FROM EDUCATION

- 15.1 A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.
- 15.2 Our College will hold two or more emergency contact numbers for each pupil. It is good practice to give our College additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.
- 15.3 Schools must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school

(regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

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

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

16.0 **SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES**

16.1 It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

16.5 The school will utilise the Children who Pose a Risk to Children school safety plan produced by the local authority
https://www.birmingham.gov.uk/download/downloads/id/9504/children_who_pose_a_risk_to_children.doc

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE – ADDITIONAL INFORMATION

- RHRT (form only) RSRT): <https://www.lacbbirmingham.org.uk/index.php/delivering-effective-support>
- Behaviours that may indicate vulnerability
- This document is to be used alongside RHRT as an education-focused supplementary guide to identifying children/young people with unmet safeguarding needs.
- <https://www.lacbbirmingham.org.uk/schools/eg-warding> - Early Help Tab – Behaviours that may indicate vulnerability document
- For additional guidance: <https://www.lacbbirmingham.gov.uk/schools/eg-warding>

STEP ONE – IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

3 Houses SoSW as a stand-alone tool or as part of the Early Help Conversation Log

No additional consent required

STEP THREE – SCHOOL-FOCUSED ASSESSMENT/ ACTION PLAN	
Child/ young person only	Whole family approach
<p>Option A</p> <p>Following 3 houses intervention initiate simple reasonable adjustments to address the child/ young person's unmet safeguarding needs</p> <p>3 Houses</p> <p>No additional consent required</p>	<p>Option B</p> <p>Develop a school focused action plan with child/ young person, parent/ carer as appropriate</p> <p>3 Columns or Early Help (EH) Conversation Log</p> <p>No additional consent required</p>

STEP TWO – ADDITIONAL INFORMATION

- For children and young people with additional learning needs support should be gained from the professional trained in special communication within the school setting e.g. specialist Teaching Assistant / SENCO
- For information on using Signs of Safety and Weibing (SoSW) practice: <https://www.lacbbirmingham.org.uk/index.php/as-ly-he-ip/signs-of-safety-and-wellbeing>
- For Training on the SoSW practice framework: <http://www.lacbbirmingham.org.uk/index.php/ices.co.uk/AboutUs>
- For additional guidance: <https://www.lacbbirmingham.gov.uk/schools/eg-warding>

STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN	
School led	Local authority led
<p>Option C</p> <p>Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA)</p> <p>Register paperwork with the Early Help Support Team (303 8317)</p> <p>Early Help Assessment (EHA) & Our Family Plan (OFF)</p> <p>Consent Required</p>	<p>Option D</p> <p>Request Think Family or Social Care support using the Request for Support form (RIS)</p> <p>Seek telephone advice from CASS as appropriate (303 1888)</p> <p>Request for Support form (RIS)</p> <p>Consent required except when safety may be at risk</p>

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSSED (Option A & B)

- Guidance on completing the EH conversation log and information on using SoSW practice: <https://www.lacbbirmingham.org.uk/index.php/as-ly-he-ip/signs-of-safety-and-wellbeing>
- For Training on the practice framework: <http://www.lacbbirmingham.org.uk/index.php/ices.co.uk/AboutUs>
- For additional guidance: <https://www.lacbbirmingham.gov.uk/schools/eg-warding>

MULTIAGENCY

Option C

- Previously completed 3 houses, 3 columns, EH conversation log or any relevant assessment can be attached to the EHA to avoid duplicating information
- Early Help Assessment process: <https://www.lacbbirmingham.org.uk/index.php/early-help>
- For guidance on when to do an EHA: https://www.lacbbirmingham.gov.uk/downloads/download/771/right_service_right_time
- Early Help Panels: <http://www.lacbbirmingham.org.uk/index.php/early-help/early-help-panels>

Option D

- Previously completed Early Help paperwork can be attached to the RIS form to avoid duplication of information

CASS Education Officers

303 0434/303 0435/ 303 4392

Birmingham Children Safeguarding Board Guidance

<https://www.lacbbirmingham.org.uk/index.php/as-ly-he-ip/guiding-concerns>

- Where there are CSE or extreme concerns complete additional screening tools. For concerns to be shared with police – use this form <http://www.lacbbirmingham.org.uk/index.php/ices.co.uk/AboutUs>

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

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

17. INVOLVING PARENTS/CARERS

- 17.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.
- 17.1.2 However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 17.2 Parents/carers will be informed about our Safeguarding Policy through the College Website and in the parental handbook.

18. MULTI-AGENCY WORK

- 18.1 We work in partnership with other agencies to promote the best interests of our children as a top priority in all decisions and actions that affect them. The school will, where necessary, liaise with these agencies and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.
- 18.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 18.3 We will co-operate with any Child Protection enquiries conducted by Birmingham Children's Trust: the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children In Need, Initial and Review Child Protection Conferences, and Core Group meetings.
- 18.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with The Birmingham Children's Trust at least 24 hours prior to the meeting.
- 18.5 Where a pupil/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.

19. OUR ROLE IN SUPPORTING CHILDREN

- 19.1 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.
- 19.2 A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved,

and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.

19.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. 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.

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

20.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also *Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#)*.

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

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

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

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

20.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher/Principal who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team t who will decide on any action required.

20.3.2 If the concern relates to the Head Teacher/Principal, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.

20.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Children's Trust LADO team who will decide on any action required.

21.0 CHILDREN WITH ADDITIONAL NEEDS

21.1 The Sixth Form College, Solihull recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

21.2 When the College is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

22.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

22.1 Private Fostering

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

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

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

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

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

23.0 Links to additional information about safeguarding issues and forms of abuse

23.1 Staff who work directly with children, and their leadership team should read refer to this information

23.2 Guidance on children in specific circumstances found in Annex A of KCSIE- 18, and additional resources as listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation service (HMPPS) advice
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html	Birmingham Police and Schools panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children	West Midlands Safeguarding Children Procedures
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour	West Midlands Safeguarding Children Procedures

	https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	BCC Education Safeguarding
On-line	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf	BCC Education Safeguarding Birmingham Police and Schools panels
Private fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools panels West Midlands Safeguarding Children Procedures BCC Education Safeguarding

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;

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

4. EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

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

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;

- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

6. RESPONSES FROM PARENTS/CARERS

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

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

7. DISABLED CHILDREN

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

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

- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

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

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

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

Immediately afterwards

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

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

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

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

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

3. The Head Teacher/Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.

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

- If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.
 5. Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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

The SPOC for The Sixth Form College, Solihull is Jamie Staddon, Vice Principal, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of *(School/Service)* in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

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

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



College Position Statement
Promoting Resilience: Preventing Vulnerability
ANNEX A TO SAFEGUARDING & CHILD PROTECTION POLICY

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. The important focus on the “British Values” of democracy, the rule of law, individual liberty and mutual respect and tolerance aligns 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 “Aspire, Invest 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: Schemes of Work and learning profiles.)

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.)

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: Destinations Report and 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: 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, Expectations of staff and expectations of students in class and around College.)

C Equalities Impact Assessment

C.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.