Child Protection and Safeguarding Policy

Date Policy due to be reviewed: September 2024

Committee Responsible for Policy: Full Academy Trust

Section 1 – Mission Statement

Hillcrest School's first priority is the welfare of our children. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times. We recognise that all adults, including temporary staff, trainee teachers, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. In accordance with updated guidance in ***'Keeping Children Safe in Education (September 2023***), we will ensure:

- arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised
- arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.
- we will ensure that all persons working at this school, visitors and parents will be made aware of this policy.

Staff at Hillcrest School understand there are key differences between Safeguarding and Child Protection. We recognise that Safeguarding refers to our duty to keep all children safe whilst in our care. Child Protection refers to the specific actions we take, in conjunction with other agencies, to protect children at significant risk of harm. **As a result, all systems operate in the best interests of children and staff at Hillcrest School are committed to safeguarding and promoting the welfare of all children and young people up to the age of 18**. We believe that:

- All children/young people have the right to be protected from harm and all forms of abuse, including child-on-child, and neglect,
- Children/young people need to be safe in school, in the wider community and online;
- Children/young people need support that matches their individual needs, especially those defined as Looked After Children, those with special educational needs and those who may have experienced trauma as a result of adverse childhood experiences;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their mental health, emotional and social needs, as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse (including child-on-child), victimisation, bullying, exploitation, sexual harassment and violence, extreme behaviours, discriminatory views and risk-taking behaviours, including online;
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.
- It is better to help children as early as possible, before issues escalate and become more damaging
- Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse (sometimes carried out by their peers) and that all of the staff of the school/service, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to children in need. In order to protect our children, staff at Hillcrest School aim to;

- Create an atmosphere where all our children can feel secure, valued and listened to;
- Use annual training, with regular updates throughout the year, to empower staff to recognise signs and symptoms of different forms of abuse (**see appendices 3-6** – Neglect, Physical Abuse, Sexual Abuse, On-line and Sexual Exploitation, Harassment, Sexual violence, Sexting, Criminal Exploitation through County Lines, child-on-child abuse, emotional abuse linked to mental health, Child and Forced Marriage, Honour-based Violence, Female Genital Mutilation and Radicalisation);

- Provide clear guidance and information to students, staff and parents on forms of safeguarding risks throughout the curriculum, i.e. – Bullying (including homophobic, bi-phobic and transphobic), on-line safety, domestic violence, drugs, faith abuse, gangs and youth violence, gender-based violence, sexual violence and harassment, including upskirting, mental health, radicalisation, trafficking, child-on-child abuse and Honour-based violence;
- Respond quickly and effectively to cases of suspected abuse, including online and child-on-child;
- Monitor and support children at risk, especially those who are Looked After and/or SEND, and their families;
- Use the curriculum to raise children's self-awareness, build confidence and promote positive mental health, including behaviour and interactions online;
- Work closely with parent/carers and support external agencies, particularly for children who are repeatedly missing from education; and
- Ensure that all adults within our school/service who have access to children have been checked as to their suitability through the full implementation of safer recruitment procedures

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

- Clarifying standards of behaviour, including online, for staff, visitors, volunteers, governors, students and parents;
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying both off and online;
- Taking all suspicions and allegations seriously and promoting a caring, safe and positive environment within the school in which students know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- Responding sympathetically to any request from a child for time out to deal with stress and anxiety;
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse **(see appendices 3-6);**
- Embedding a systematic monitoring framework to ensure appropriate levels of support are provided and evaluated;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, particularly those that provide Early Help intervention;
- Notifying Children's Social Care via the approved mechanisms as soon as there is a significant concern and following the local authority escalation procedures as necessary;
- Recording and sharing all information appropriately and sensitively; and
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school. In the case of a child moving to College provider, their records will follow in cases where a Child in Need plan is in effect.

We will endeavour to apply '**Contextual Safeguarding'** principles to all aspects of our provision in school, making full use of safeguarding incidents out of school, including outside of the family home, to inform assessments of extra-familial risks, and interventions in school and referrals to external agencies. Central to this is the 'Signs of Safety' approach which underpins the early help and multi-agency work we engage in.

This policy is based on the seven guiding principles of safeguarding as stated in the **Birmingham Safeguarding Partnership's 'Right Help, Right Time'** guidance.

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

- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused' (March 2015)
- Counter Terrorism and Security Act 2015 and PREVENT Duty guidance (June 2015/April 2021)
- FGM Mandatory Reporting (October 2015)
- Sexting in Schools and Colleges (UKCCIS – 2016)
- Child Sexual Exploitation (DFE – February 2017)
- Mental Health and Behaviour in Schools: (DfE 2018)

- 'Working Together to Safeguard Children' (July 2018)
- 'Updated guidance on 'Information Sharing' (DFE – July 2018)
- Sexual violence and harassment between children in schools and colleges (DFE – May 2018 / updated September 2021))
- General Data Protection Legislation (May 2018)
- Information Sharing (July 2018)
- Birmingham Early Help Assessment framework (February 2019)
- Teaching on-line safety in schools (DFE – June 2019)
- Guidance for Safer Working Practices (May 2019)
- Relationships, Relationship and Sex, and Health education guidance (DFE – June 2019)
- Ofsted review of sexual violence in schools and colleges (April 2021)
- Sexual violence and harassment between children in schools and colleges (Sept 2021)
- DFE Filtering and monitoring standards for schools and colleges (March 2023)
- Keeping Children Safe in Education (September 2023)

Section 2 – Roles and Responsibilities

Named Safeguarding Personnel

- **Designated Safeguarding Lead:** Steven Connor-Hemming
- **Head Teacher -** Julie Davies
- **Chair of Governing Body-** Dee McIlmurray
- **Safeguarding Governor & LAC Governor-** Louise MacArthur-Clare
- **Deputy Designated Safeguarding Leads –** Mary Bunce / Kirsty Ankiah / Jessica Smallwood / Tracey Stansbie / Helen Winter / Jessica McDonald
- **Looked After Child Co-ordinator –** Steven Connor-Hemming / Mary Bunce
- **Designated Mental Health Lead –** Mary Bunce
- **Place2Be Practitioner –** Amy McFetridge
- **SENDCO –** Catherine Jacobs

The Governing Body

The Governing Body has a duty to ensure that Hillcrest School meets its statutory responsibilities and ensure that all children and young people attending the school are safe.

The Nominated Governor for Safeguarding & LAC at Hillcrest School is **Louise MacArthur-Clare.** All Governors must read part 2 of 'Keeping Children Safe in Education (September 2023). The Safeguarding Governor will receive relevant safeguarding training every two years.

Personnel – The Governing Body will ensure Hillcrest School;

- Appoints a member of the Senior Leadership Team as the Designated Safeguarding Lead (DSL) with a specific job description and access to updated training every two years, along with other relevant training opportunities during this time (DSL Area Conferences and Network Conferences);
- Provides the DSL with appropriate time, funding, resources and support to carry out the role effectively, including regular supervision;
- Nominates a governor with specific responsibility for safeguarding issues to promote effective governance, liaise with the Headteacher /DSL about policy, the annual report to Governors and the completion of the annual section 175 safeguarding assessment. The nominated governor will receive approved training every two years;
- Nominates a governor to liaise with the LA and/or partner agencies regarding safeguarding issues and allegations against the Headteacher;
- Appoints a designated teacher to co-ordinate interventions for 'Looked After Children' and mental health provision, and provides access to relevant training to ensure they have the skills and knowledge to keep LA children safe;

- All members of the Governing Body will have an Enhanced DBS Check (without barred list unless they are additional in regulated activity). In addition, Governors who are volunteers in school also require an Enhanced DBS (including a Barred List Check) if they are engaged in regulated activities.

Policies and procedures – The Governing Body will ensure Hillcrest School;

- Has a combined safeguarding and child protection policy in accordance with the procedures of the Birmingham Safeguarding Partnership and appropriate policies and procedures in place, to comply with the law at all times, to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- Updates all relevant policies annually, delivers appropriate training to all members of staff (and volunteers) and makes all safeguarding policies public to staff, visitors, volunteers, supply staff and parents;
- Develops and reviews policies and procedures to support all children, especially vulnerable Looked After and SEND children to overcome that additional barriers that can exist when recognising abuse and neglect in this group of children;
- The Nominated Governor will liaise with the Head Teacher/Principal and the Designated Safeguarding Lead to produce an annual report for governors and the local authority (s175/s157);
- Contribute to multi-agency work in line with statutory guidance outlined in 'Working together to safeguard children';
- Has appropriate systems and processes in place for staff to identify students with possible mental health conditions, including routes to refer and escalate concerns to relevant external agencies;
- Has appropriate, effective and regularly reviewed online filtering and monitoring systems in place in line with DFE 'Meeting digital and technology standards in schools and colleges' (March 2023);
- Has appropriate remote learning systems to monitor the safety and well-being of students;
- Has appropriate systems in place to ensure attendance is monitored on a daily basis and respond appropriately if a child goes missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect.

Training – The Governing Body will ensure Hillcrest School has the following in place to ensure staff understand and discharge their role and responsibilities;

- The Designated Safeguarding Lead (and Deputy DSLs) undertakes more specialist child protection training, attends update briefings and completes appropriate refresher training every two years;
- All Governors receive safeguarding and child protection training, including filtering and monitoring requirements and general online safety, during their induction and on an annual basis to ensure they understand their strategic safeguarding responsibilities;
- Provides appropriate time for members of the safeguarding team to undertake their duties;
- Regular supervision is offered to the DSL's within the school and extended to other members of staff as deemed appropriate by the school;
- Provides annual safeguarding training to all members of staff and ensure all new staff receive appropriate safeguarding and child protection training, including on-line safety, as part of their induction;
- Provides staff with regular updates on national guidance, including online safety, and operational procedures directed by the Birmingham Safeguarding Partnership, particularly in relation to RHRT and Early Help, as required throughout the year;
- Provide staff with Prevent training annually;
- Provide staff with training and access to appropriate resources to allow them to effectively deliver the 'Relationships, Relationship and Sex, and Health Education' curriculum in school;
- Makes temporary staff, trainee teachers, volunteers and supply teaching staff aware of the school's arrangements for child protection and their responsibilities; and
- Create opportunities for staff to contribute to and shape safeguarding arrangements in the school.

Recruitment – The Governing Body will ensure Hillcrest School;

- All statutory checks (DBS, Barred List and Prohibition Checks) are carried out on adults that may come into contact with children on the school site, including teaching staff, non-teaching staff, volunteers, trainee teachers, supply teachers and contractors;
- Operates safer recruitment procedures to prevent people who pose a risk of harm from working with children and ensure reasonable checks are carried out on all visitors who are intending to work with children, leaners and staff;
- Consider completing online searches, as part of due diligence for candidates shortlisted for interviews, to identify issues or incidents that have happened and are publicly available;
- Ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training; and
- Keeps and systematically reviews and updates the Single Central Record to cover all staff (including supply staff) who work in the school or engage in regular contact with children in the school, including volunteers, trainee teachers and contractors.

Managing Allegations– The Governing Body will ensure Hillcrest School;

- Has a written policy and clear procedures for addressing unprofessional behaviour and dealing with allegations against the Headteacher, teachers, other staff, supply teachers, trainee teachers, volunteers, visitors and governors;
- Has a nominated member of the governing body responsible for liaising with the Children's Trust in the event of allegations of abuse being made against the Headteacher;
- Has clear procedures to make a referral to the DBS if a person in regulated activity has been dismissed or removed from post due to safeguarding concerns, or would have been had they not resigned; and
- Has procedures in place to investigate and sensitively deal with allegations against other children.

Security – The Governing Body will ensure Hillcrest School;

- Has procedures in place to manage access to the school site by visitors throughout the school day
- Meet all statutory health and safety requirements in line with updated national guidance
- Has systems to assess the appropriateness of external visitors prior to engaging with students and implement the requirements of the 'No Platform' policy.
- Seek assurances and check that organisations hiring the school premises have appropriate child protection and safeguarding policies in places, regardless of whether the events or activities are attended by students on-roll at Hillcrest School.
- Implement school safeguarding policies and procedures if allegations are made relating to an incident that happened when an individual or organisation used the school premise for the purpose of running activities for children, even if the children do not attend Hillcrest School.

Curriculum – The Governing Body will ensure Hillcrest School;

- Uses curriculum provision to teach all children about safeguarding risks, including on-line, through teaching and learning opportunities, as part of a broad and balanced curriculum;
- Has a 'Relationship and Sex Education' policy that, for example, reflects different gender and sexuality issues that can be prevalent when dealing with child-on-child abuse, domestic abuse, sexual violence and harassment, including online, and the risks associated with sexting;
- Has a 'Health Education' policy that provides students with appropriate support and guidance to protect their physical and mental health;
- Implements key aspects of the 2015 Counterterrorism and Security Act to prevent pupils from being drawn into terrorism;
- Undertakes regular curriculum reviews to ensure students are provided with clear guidance on how to keep themselves safe;
- Uses appropriate filtering and monitoring systems to ensure students are safe on-line as part of the school's wider online safety policy. However, the Governing Body will be mindful that 'over-blocking'

can lead to unreasonable restrictions on what children can be taught with regards to on-line teaching and safeguarding;
- Has appropriate safeguarding procedures in place when students learn remotely from home; and
- Embed systems to allow students to express their views and give feedback on personal matters and the impact of safeguarding provision and curriculum coverage.

Multi-Agency Work – The Governing Body will ensure Hillcrest School;

- Make provision for inter-agency working and effective communication, to ensure '**Early Help'** is provided, in line with BSCB (Right Help, Right Time) and guidance in *'Working together to safeguard children' (April 2018)* and share information appropriately will other professionals and agencies.

The Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are implemented and followed by staff;
- Sufficient training, time, resources and funding are allocated to the Designated Safeguarding Lead and deputies to discharge their responsibilities, particularly members of the Safeguarding Team responsible for Looked After Children and those with Special Educational Needs and mental health conditions;
- All staff, volunteers and supply teachers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively;
- All volunteers, trainee teachers and supply teachers are appropriately checked and supervised;
- Liaise with the Local Authority Designated Officer Team in children's social care to decide on the nature and level of any action required if an allegation is reported about the behaviour of staff, volunteers, trainee teachers, supply teachers and visitors towards students in the school;
- Complete Supervision meetings with DSL to review practice and create time for the DSL to carry out supervision of other members of the safeguarding team;
- Children's safety and welfare is addressed through the curriculum; and
- Safeguarding procedures and risk assessments are implemented and regularly reviewed, in line with DFE and PHE guidance.

The Headteacher is responsible for receiving child protection allegations about members of staff (including trainee teachers and supply teachers) and implementing appropriate procedures.

The Designated Senior Person for Child Protection (DSL)

Our Designated Safeguarding Lead on the Senior Leadership Team is **Steven Connor-Hemming**.

Cover Arrangements: In the absence of the DSL (S. Connor-Hemming) the responsibilities of the role with be carried out by our **Deputy DSLs (Mary Bunce, Jessica Smallwood, Kirsty Ankiah, Tracey Stansbie, Helen Winter, Catherine Jacobs, Jessica McDonald**) under the supervision of the Headteacher.

The DSL has lead responsibility and management oversight and accountability for child protection and, with the Head Teacher, will be responsible for co-ordinating all child protection activity. As outlined in 'Keeping Children Safe in Education' (September 2023), the DSL is responsible for promoting educational outcomes by sharing relevant information about welfare, safeguarding and child protection issues that students, particularly those with social workers, experience, or have experienced, with teaching staff and the senior leadership team.

The DSL's overall responsibility cannot be delegated to other members of the Safeguarding Team.

Training – The DSL at Hillcrest School will;

- Receive updated DSL training every two years, and in addition, keep up to date with safeguarding training at regular intervals through DSL Area Conferences and Network meetings;
- Undertake Prevent Awareness update training and deliver updated training to all members of staff;
- Ensure Deputy DSLs receiving access to the same standard of training every two years;
- Deliver annual safeguarding and child protection, including annual cyber-security and on-line safety, training (see appendix 3, 4, 5, 6 and 7) to all members of staff, trainee teachers, supply teachers, volunteers and governors to ensure they implement the school's child safeguarding procedures and understand the process of making referrals to Early Help and Children's Social Services, along with the role they may be expected to play in assessments and interventions;
- Ensure staff are equipped with the relevant skills and knowledge to deliver key aspects of the 'Relationships, Relationships and Sex and Health education' curriculum, with particular focus on sexual harassment and violence, domestic abuse and harmful sexual behaviours, as well as promoting positive mental health and online safety;
- Deliver child protection and safeguarding updates, including online safety, regularly to all members of staff throughout the year in light of updated national and local RHRT / Early Help processes, feedback from serious case reviews and 'near misses' case reviews;
- Ensure staff training records are maintained and updated as necessary;
- Keep records of staff attendance at child protection training sessions and ensure all staff sign to indicate they have read and understood the Child Protection policy as part of the 'Code of Conduct' and termly safeguarding quizzes;
- Evaluate the impact of annual training to ensure the child protection policies and safer working practice guidelines are known, understood and used appropriately;
- Complete Supervision meetings with deputy DSLs as part of the self-evaluation process;
- Liaise with the Birmingham Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Ensure all staff, temporary staff, supply teachers, trainee teachers, volunteers and governors are aware of whistleblowing procedures and the actions they should take if they have concerns about poor safeguarding practice in school; and
- Ensure staff and students understand and follow safeguarding principles and practices when students are learning remotely from home.

The following record of training is maintained by the DSL

Safeguarding Team	**Date of last training**
DSL (S. Connor-Hemming)	**June 2022**
Headteacher (J. Davies)	**September 2023**
Governor (L. MacArthur-Clare)	**February 2023**
Deputy DSL / LAC (M. Bunce)	**June 2023**
Deputy DSL (T.Kearns)	**December 2022**
Deputy DSL (K. Ankiah)	**February 2023**
Deputy DSL (J.Smallwood)	**December 2023**
Deputy DSL (H.Winters)	**February 2023**
Deputy DSL (J. McDonald)	**November 2023**
SENDCO (C. Jacobs)	**November 2023**
Teaching staff (by individual name)	4th September 2023 – Keeping Children Safe in Education **See Appendix 7 for information on annual staff training**

Policy – the DSL at Hillcrest School will;

- Annually review and update the school's safeguarding and child protection policies in line with statutory guidance and feedback from local and national serious case reviews;

- Ensure school procedures are reviewed and updated in light of statutory guidance, and liaise with the governing body as part of this review;
- Ensure safeguarding policies are available publicly to parents to ensure they are aware that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- Ensures all pupils are made aware of the Child Protection Policy and who they can speak to in school if they are worried or concerned;
- Ensure all aspects of the policy are implemented during periods of remote learning;
- Annually review online safety practice in school and update risk assessment/action plan;
- Complete an annual review of filtering and monitoring systems, or when a safeguarding risk is identified, there is a change in working practice (ie – remote learning) or new technology is introduced;
- Monitor online violations to identify and track patterns in student online behaviour and ensure appropriate steps are taken to address behaviour and inform future online safety developments;
- Update and review bullying, racist and homophobic logs to ensure appropriate short and long-term actions are taken to address such behaviours, including online; and
- Liaise with the nominated governors for safeguarding and child protection each term and deliver an annual safeguarding report and relevant training to the Governing body.

Managing Referrals – the DSL at Hillcrest School will;

- Implement Birmingham Safeguarding Partnerships, Children Young People and Families (CYPF) and school procedures with regard to referring a child if there are concerns about possible abuse;
- Receive child protection referrals from staff and acts as a source of support, advice and guidance when deciding whether to make a referral by liaising with relevant agencies;
- Refer cases of suspected neglect and/or abuse to CASS or police in accordance with this guidance and local procedure;
- Apply school safeguarding practices and makes appropriate referrals to external agencies if online behaviour suggests a child may be at risk of harm;
- Ensure appropriate and timely referrals are made to relevant agencies;
- Use the 'Signs of Safety' Three Houses approach to facilitate Early Help Assessment referrals;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Keep all such records confidentially and securely, until the child's 25th birthday and separate from child school file;
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- Co-ordinate 'Children Absent from Education' referrals and ensure all 'reasonable attempts' are made to identify the location and assess the safety of any missing children;
- Co-ordinate 'Elective Home Education' referrals and ensure appropriate measures are in place to protect the well-being of a student about to be home educated; and
- Ensure there are appropriate systems in place to take immediate and appropriate action in the case of a student experiencing mental health issues or long-term absence from education and/or irregular attendance to school.

Multi-Agency Work – the DSL at Hillcrest School will;

- Develop effective links with relevant statutory (social care, police and health services) and voluntary organisations, including those with specific mental health remits;
- Fully understand the assessment process for providing '**early help'** and intervention, for example through locally agreed common and shared assessment processes;
- Lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files;
- When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and advise the Head Teacher;

- Ensure effective provision to meet the needs of children with social workers through additional pastoral and academic support alongside the actions taken by statutory services;
- Co-ordinate the school representation at child protection conferences and assisting those in the preparation of others for such meetings;
- Ensure Social Workers and Family Support Workers are aware of any closure periods during which a student on a Child in Care, Child Protection or Child in Need plan is not required to attend school; and
- Facilitate a multi-agency risk assessment meeting if a child subject to an on-going child protection plan is facing either a fixed term suspension or permanent exclusion.

Information sharing (in line with GDPR May 2018) – the DSL at Hillcrest School will;

- Keep detailed, accurate, secure written records of concerns and referrals;
- Ensure Child protection records are 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;
- Restrict access to these records by staff other than agreed by the DSL and ensure a written record is kept of who has had access to them and when;
- Ensure parents/carers are aware of information held on their children and kept up to date regarding any concerns or developments by members of the Safeguarding team unless disclosing this information would put the child at risk of significant harm;
- Ensure that when a student a child protection plan leaves the school, the child's social worker and any other relevant agencies are informed;
- Ensure that when a 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;
- Ensure that if a student is permanently excluded, their child protection records will be forwarded on to the relevant organisation;
- Ensure where a vulnerable young person is moving to a Further Education establishment, consideration is given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support; and
- Ensure that when the DSL resigns the post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

The role of the Looked After Children (LAC) Co-ordinator

Our Looked After Children Co-ordinator is **Steven Connor-Hemming (DSL)**. As outlined in Keeping Children Safe in Education (September 2023), Looked After Children refers to those children currently in care or previously in the care of the Local Authority.

Our LAC Co-ordinator will receive regular and appropriate training to safeguard the interests, particularly in relation to mental health, and promote the educational achievement of all Looked After Children at Hillcrest School by;

- Maintaining accurate and up to date records of all Looked After Children who are on the school roll.

- Ensuring there is a Personal Education Plan for each student to include appropriate targets.

- Ensuring that the Pupil Premium Plus that Looked after Children are entitled to is used to support attainment in line with the Personal Education Plan targets.

- Ensuring that someone attends Children's Services Reviews on each student and/or always prepares a written report which promotes the continuity and stability of their education.

- Ensuring that if/when the student transfers school all relevant information is forwarded to the receiving school as a matter of priority.

- Ensuring that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.

- Ensuring that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.

- Ensuring that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.

The role of the Special Educational Needs Co-ordinator (SENDCO)

Our SENDCO is Catherine Jacobs. Our SENDCO will safeguard the interests of all SEND children at Hillcrest School by;

- co-ordinating provision for students identified with special educational needs and disabilities through a graduated response, especially those students who receive specific interventions, and those with Education and Health Care Plans (EHCPs);
- maintaining the school's SEND List and managing the records of all students with special educational needs as well as co-ordinating individual student profiles to outline specific interventions to be used by members of staff to support their learning, behavioural, emotional and mental health needs;
- monitoring the attendance, behaviour and emotional well-being of SEND students on a daily basis and their academic progress over time;
- co-ordinating the accessibility plan, risk assessments and provision for students with disabilities;
- ensuring appropriate pastoral support and remote learning provision is in place for all SEND students;
- liaising with the parents of SEND students throughout the year and as part of formal end of year profile reviews; and
- liaising with external agencies, including the 'Access To Education' team (including Educational Psychology Service and School Support Service) Communication and Autism Team (CAT), Sensory Support Services and Forward-Thinking Birmingham.

The role of all staff and other persons within Hillcrest School

All staff, volunteers, trainee teachers, supply teachers and visitors at Hillcrest School have a duty to safeguard and protect the welfare of every student.

Training – All staff, trainee teachers, volunteers, supply teachers and visitors will:

- Attend all designated training and refresher sessions to ensure they are alert to the early signs and indicators of possible abuse, particularly child-on-child and mental health, and understand the process of making referrals to Children's Social Care and Early Help processes (**see Appendices 3-6 for current definitions and indicators**);
- Read 'Keeping Children Safe in Education Part 1' (September 2023) to ensure they are confidently able to understand and discharge their role and responsibilities as set out in this section of the guidance;
- Participate in termly safeguarding quizzes and sign the annual 'Safeguarding Code of Conduct' to confirm they understand their role and responsibilities in safeguarding provision at Hillcrest School;
- Understand their role in personally reporting any cases of suspected FGM to the authorities;
- Understand the circumstances in which it is necessary to use 'reasonable force' in school;

- Implement the whole school behaviour policy appropriately and sensitively to consider the impact of factors, including mental health and adverse childhood experiences, on a student's behaviour;
- Complete the 'National Online Safety' Level 3 safeguarding qualification and annual Cyber-security training; and
- Be familiar with this safeguarding policy and other policies including Behaviour, SEND, Safer Working Practices, Positive Mental Health, Care and Control, Attendance, Anti-Bullying, Online Safety policies (see appendix 7)

Recording and Reporting - All staff, trainee teacher, volunteers, supply teachers and visitors will;

- Be alert to identifying those students whose behaviour suggests they have suffered or are at risk of suffering some form of abuse, bullying, neglect, radicalisation or exploitation, or those who may be experiencing a mental health issue or be at risk of developing one;
- Be open to hearing concerns from all children and others, particularly Looked After and Children with Special Educational Needs and mental health conditions, without seeking to investigate these concerns;
- Be aware of the importance of strict confidentiality to ensure that information released into the public domain does not compromise any evidence. Staff should only discuss concerns with the DSL;
- Record concerns and give the record to the **Designated Safeguarding Lead (DSL)** ***Steven Connor-Hemming*****;**
- Deal with a disclosure of abuse from a child in line with the guidance in appendix 2 – all staff, visitors and volunteers must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible on CPOMS;
- Follow whistleblowing procedures if they have any concerns about poor safeguarding practice in school;
- Undertake Three Houses intervention work with students in to identify those who may benefit from early help and, where appropriate, be involved in the implementation of early help assessments and support plans;
- Report any suspected misuse of technology or online behaviour to the Headteacher and/or DSL (ie - when they witness of suspect unsuitable material has been accessed online; there is failure in the software or abuse in the system; and they notice abbreviations or misspellings that allows access to restricted material online);
- Notify the ICT Manager and DSL when they are teaching topics which could create unusual activity on filtering logs or there are perceived unreasonable restrictions that affect teaching and learning activities;
- Follow agreed procedures and report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately to the Head Teacher; and
- Follow agreed procedures on how to report any concerns relating to the Head Teacher to the Chair of Governors.

General – All staff, trainee teachers, volunteers, supply teachers and visitors will;

- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors or volunteers;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Plan and deliver safeguarding messages as a key aspect of Teaching and Learning;
- Complete 'External Visitors' paperwork for DSL approval before inviting a visitor into school to engage with students; and
- Follow all safeguarding procedures outlined in the Remote Learning policy as required.

Section 3 – Safer Recruitment

Pre-employment vetting

As a school we pay full regard to 'Keeping Children Safe in Education' (September 2023). In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to undertake an enhanced DBS certificate, which includes barred list information, for staff, visitors or volunteers engaged in **regulated activity**. Regulated activity refers to teaching, training, instructing, caring for or supervising children if the person is unsupervised and the activity is undertaken regularly.

For all other staff, for example contractors or supervised volunteers, who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. In addition, we will undertake **Prohibition Checks** for **everyone in 'teaching work'**, not just those with QTS, to ensure they are not prohibited from teaching. This will be recorded on the single central record.

Applicants who have lived or worked outside the UK must undergo the same checks as all other members of staff. We will use the NCTL Teacher Services System to check for information about any teacher sanction or restriction that an EEA professional regulated authority has imposed. We recognise that any restrictions imposed do not prevent a person from taking up a teaching position in England but will use this information when considering a candidate's suitability for employment at Hillcrest School.

As outlined in 'Keeping Children Safe in Education' (September 2023), Section 128 prohibition checks will be completed to identify if a person has been prohibited from management within the school. These checks will be completed for all Governors, the Headteacher, all members of the Senior Leadership Team and all middle leaders (curriculum and pastoral) in the school.

The school reserves the right to complete online searches, as part of due diligence for candidates shortlisted for interviews, to identify issues or incidents that have happened and are publicly available. The school will inform shortlisted candidates that such searches may be carried out. The school may consider exploring any issues or incidents further at interview.

In addition to undertaking the appropriate DBS and Prohibition checks, Safer recruitment practice at Hillcrest School involved detailed scrutinising of the applicant's suitability to work with children, including;

- All candidates must bring identification with them to confirm their identity;
- Verification of the candidate's professional (academic or vocational) qualifications;
- Verification of the candidates mental and physical fitness to carry out their responsibilities;
- Appropriate checks if the candidates has lived or worked outside the UK;
- Verification of the candidate's right to work in the UK;
- Two references will be routinely obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed.

As part of Safer Recruitment guidance, we are fully aware that if we know or have any reason to believe that an individual is barred from engaging with children, we have committed an offence if we allow the individual to carry out any form of regulated activity.

Interview procedures

The school will ensure that all appropriate members of staff and representatives from the Governing Body have undertaken the necessary 'Safer Recruitment' training. (Updated training every 5 years) and that there is at least one "Safer Recruitment" trained member of staff on every interview panel.

Julie Davies (Headteacher), Sharron Johnson (Business Manager), Sam Abbotts (Deputy Headteacher) and Shamim Palmer (Assistant Headteacher) have undertaken appropriate safer recruitment training. Members of the governing body have also completed the relevant training.

In addition, records are kept of all questions asked and their answers to all candidates when they are interviewed. In addition, the original copies of any written tasks completed by candidates are also kept and detailed of named staff / governors on the interview panel who had undertaken Safer Recruitment training.

Supply and Agency Staff

The school will obtain written notification from any agency to confirm they have carried out the relevant checks on an individual to ensure they have not behaved or may have behaved in a way that indicates they may not be suitable to work with children, including incidents outside school that are not necessarily linked to children but could have an impact on their suitability to work with children.

Where the position requires a barred list check this must be obtained by the agency prior to the individual commencing work at school and notification must be sent to the school. We recognise it is our responsibility to complete an identify check to confirm that the agency worker presenting at school is the same person whom the agency has provided checks for. On arrival in school supply and agency staff will be issued with safeguarding guidance and procedures to follow in the eventuality of a potential safeguarding issues. This is an integral part of the guidance issued to supply and agency staff before they engage with students in the school.

Trainee Teachers

All necessary checks will be carried out for salaried trainee teachers to secure an Enhanced DBS certificate (including barred list information) before the trainee teacher is allowed to engage in regulated activity. The school will ensure the initial teacher training provider has carried out appropriate checks and provided written confirmation that the trainee is suitable to work with children, as outlined above in the section on supply and agency staff.

Visitors and Volunteers

All visitors and volunteers will receive a summary of the school's procedures and the name of the DSL upon first entering the school/service.

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff. Where a volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. This will be approved by the DSL prior to the visit as outlined in our 'External Visitors' policy.

However, if a parent or other volunteer, 'who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis, will be in regulated activity'. As outlined in 'Keeping Children Safe in Education' (September 2023), we will prepare a risk assessment to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. We will obtain an enhanced DBS certificate (including barred list information) for all volunteers who are new to working in regulated activity, to check suitability as outlined in the section on supply and agency staff. Existing volunteers in regulated activity do not have to be re-checked if they already had a DBS check. We will conduct a repeat DBS check (including barred list information) if we have any concerns about a volunteer.

Induction

All staff will be made aware of systems in the school as part of our new staff induction programme. All new staff will be made aware of key policies included child protection, behaviour, attendance, anti-bullying, positive mental health, online safety, cyber security and staff code of conduct, along with information on the role of the DSL and safeguarding responses to children absent from education.

Contracted Services

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations and wider safeguarding requirements will be made explicit in any contract or service level agreement with the provider. We will ensure that no contractor, in respect for whom no checks have been carried out, will be allowed to work unsupervised, or engage in any regulated activity.

We will follow the guidance outlined in 'Keeping Children Safe in Education' (September 2023); we will '***ensure that any contractor, or any employee of a contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all those contractors not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information)' will be sought prior to the commencement of work on the school site'.***

We will consider the appropriateness of undertaking DBS checks for any self-employed contractor working on the school site depending on the nature and frequency of work undertaken. In all situations we will check the identity of all contractors on arrival at the school and ensure they have signed out when leaving.

Hiring school facilities

Governors accept the responsibility, when renting or hiring out school premises and facilities to an external organisation, to ensure appropriate safeguarding arrangements are in place (including inspecting these as needed) and that the presence of these is a requirement of any agreement between the school and external organisation. This applies regardless of whether any children participating in the event or activities are on roll at Hillcrest School or another educational institution.

The school will ensure the providers are expected to meet the guidance in 'Keeping Children Safe in Out of School settings' (paragraph 167). The school will follow our own safeguarding policies and procedures, including informing the LADO, if we receive allegations related to an incident that happened when 'an individual or organisation was using the school premise for the purpose of running activities for children', even if the children do not attend Hillcrest School.

Existing Staff

As a school we will carry out relevant checks on a member of staff if the Headteacher has concerns about their suitability to work with children. Also, appropriate checks will be carried out on any member of staff at school who moves from a post that was not regulated activity, into work which is regulated activity.

We recognise it is our legal duty, after undertaking relevant investigations, to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the individual has received a caution or conviction for a relevant offence, or if there is a reason to believe that individual has committed a listed relevant offence. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation will be carried out to establish if it has foundation and, if a referral is required, provide sufficient information to meet the referral duty criteria. The DBS will then consider whether to bar this individual.

Alternative Providers

As outlined in 'Keeping Children Safe in Education' (September 2023), there is an additional risk of harm associated with alternative provision sites. Prior to a student starting a placement, the school will undertake a risk assessment and obtain written confirmation that the Alternative Provider has completed all relevant DBS checks on staff working in the institution. We recognise this is our responsibility to complete these checks as the school remains responsible for the safeguarding of any students sent to alternative provision institutions. In addition, the school will share relevant safeguarding information with key staff at the

provision and ensure weekly checks are completed on attendance, punctuality and behaviour, as well as receiving monthly updates on academic progress.

Single Central Record

This information is stored centrally and systematically reviewed on our 'Single Central Record'. This record covers all staff (including supply staff and salaried trainee teachers) who work at the school. The information recorded includes; an identity check; a barred list check; an enhanced DBS check/certificate number; a prohibition check; a section 128 check; checks on people who have lived or worked outside the UK; a check of professional qualifications and a check to establish the person's right to work in the UK'. For supply staff, we will include whether written confirmation has been received from the employment agency that relevant checks and appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that conformation was received. In addition, any checks carried out on volunteers will be recorded. The Single Central Record is checked, reviewed and updated termly by the School's Business Manager.

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

Section 4 – Safeguarding Procedures

Annual staff training is aimed to ensure all members of staff are aware of key categories of abuse and the possible signs and symptoms in a range of contexts **(see appendices 3-6**). The training reinforces the message that safeguarding incidents can take place in and out of school and highlights the attitude of 'it could happen here'. It is particularly important that staff remain vigilant when communicating with students during periods of remote learning. There are many reasons why children may not feel ready to talk about their experiences with an adult. However, in such cases, staff should remain professionally curious, continue to build positive relationships, and monitor and support students they suspect may wish to share information at some stage. Staff should share concerns with the DSL if they 'suspect' a child is at risk even if the child is yet to disclose specific information. Staff should not attempt to investigate any concerns themselves in such circumstances.

Procedures are clearly outlined for staff to follow if a student does disclose safeguarding information:

What to do if a child makes a disclosure? (Refer to '*Child Protection: A Guide for all Staff' and procedural flow diagram* ***(see appendix 2)***

- All staff must adhere to the basic principles regarding disclosures. All members of staff must NEVER promise complete confidentiality to a student. However, this does not mean that people can tell everyone in the school about a disclosure. All members of staff should ONLY pass information to the DSL / CP trained staff – the member of staff should not discuss this matter with anyone other than the DSL. The DSL will inform other staff (teaching and non-teaching) if they NEED to know about the situation and a possible referral. All children in the school should be informed that staff cannot promise complete confidentiality.

- Any adult in school may receive a disclosure. All staff (teaching and non-teaching) should deal with the disclosure in the following manner.

Receive
Listen, remain neutral, and accept what the child says

Reassure
Assure the student they have done nothing wrong but stress that it is impossible to promise confidentiality

React
Use open ended questions, don't criticise the perpetrator, explain what happens next, inform the DSL

Record
After informing the DSL of the concern make notes as accurate as possible. Write up as soon as possible after the disclosure but not when the student is present, be objective, do not add personal judgements to the notes. After verbally sharing the concern with the DSL, complete the 'Incident Report form' as instructed by the DSL on CPOMS (see Appendix 1).

Support
Create space and time for the student throughout and get personal support if the process has had a negative effect on the staff member

Always:

- Never promise confidentiality;
- Report on as soon as you have a concern to the DSL;
- Record information verbatim using the actual words of the child and noting any questions the child raises. This must be done after the incident has been verbally reported to the DSL and not completed in the presence of the student;
- Note dates, times, who was present, positions in the room, anything factual about the child's appearance on the CPOMS referral; and
- Check notes with the student, if possible

Never:

- Ask leading questions;
- Ask the child to write down their account or draw their concerns;
- Investigate with, or without, others;
- Take photographs of marks;
- Ask the child to remove clothing;
- Attempt any medical judgement;
- Arrange a medical examination;
- Electronically record an interview;
- Email concerns directly to the DSL – all concerns must be shared verbally and then recorded on CPOMS; and
- Interview children in groups.

- The DSL will monitor completed 'Notes of Concern' forms on CPOMS on a weekly basis to identify patterns of concerning behaviour and take the necessary steps based on this information.

- If a member of staff has significant concerns about a student and passes the information to a member of the Safeguarding team, but no referral is made, the staff member will be informed and clear reasons will be given for this decision. If the member of staff continues to have concerns they should discuss the matter with the Headteacher (unless the Headteacher is the subject of their concern). If the member of staff remains concerned they should contact the local authority **Safeguarding Advisor** or notify Children's Social Care via a request for support form to the CASS.

- It is important to note that any member of staff can refer their concerns to children's social care directly. If the child's situation does not appear to be improving the staff member should press the DSL for re-consideration and make direct contact with children's social care to re-refer themselves. Staff should refer to the school Whistleblowing policy to raise concerns about individual safeguarding concerns or general concerns about poor or unsafe practice and potential failures in the school's safeguarding systems.

- If a member of staff is unable to find one of the Safeguarding Team in school, they have a responsibility to refer their concerns directly to CASS (0121 303 1888) if they feel the child is at risk of harm.

- From October 2015 if a member of staff discovers that an act of FGM appears to have been carried out on a girl aged under 18 **they** have a **statutory duty** to report it to the **Police**. **Failure to report such cases will result in disciplinary sanctions**.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

- All staff are able to access confidential support and counselling through for example, the LA Staff Careline and Teacher Support network

- Regular supervision will be completed the Lead DSL in school, on a half-termly basis, and the DSL will complete half-termly supervision meetings with the Deputy DSLs.

Reporting Procedures, Multi-Agency work* and Early Help provision *(see appendix 2)

- All concerns must be passed to either **S. Connor-Hemming, M. Bunce, K. Ankiah, J. Smallwood, H. Winters, T. Stansbie, J. McDonald or C. Jacobs**, who will seek advice and decide whether to make a referral to the Early Help Team, CASS or other agencies.

- All information sharing decisions are recorded whether or not the decision is taken to share information with relevant agencies. If the decision is to share, reasons are recorded along with details on what information has been shared, to whom and the outcome of the referral. If the decision is not to share, the DSL will record the reasons for this decision.

Early Help

- If the concerns about student's needs fall into the 'Right Help, Right Time' (RHRT) categories of Universal + of Additional Need, the DSL will also offer and seek advice about undertaking an Early Help Assessment and consider, if this does not have an impact on the situation, making a referral to children's social care.

- When considering whether a child is in need of early help, the DSL will take into account a range of factors that may require immediate support from a family support worker, i.e. – a disability or specific additional need or health condition, including mental health; a child at risk of honour-based violence; a child with a parent in prison (or is affected by parental offending); or a child persistently missing from education.

- 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.

- In the first instance the student will be enabled through the Signs of Safety and Wellbeing practice framework (Three Houses) to express their lived experience. At this stage, simple reasonable adjustments within the school may be all that is needed to address their unmet needs and after review the student may then be removed from our safeguarding vulnerability list.

- Should the lived experience of the student 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 student and parent/carer as appropriate. This school-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 student will be removed from our safeguarding vulnerability list.

- 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 lead on liaising with parents/carers and other agencies, 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.

- In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) – The DSL may decide to notify CASS of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.

Referrals to Children's Social Services (CASS)

- Should the DSL feel that a Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Services as required. This may include a situation where there is potential of immediate risk to a child or there is a risk presented by a family member or other person not in a formal position of trust. For example, if the child is living with someone who has a history of harming children or is living in a household where there is physical abuse. This also includes child-on-child sexual abuse and potential grooming of children (including those aged 16-18) by other children or adults for sexual or criminal exploitation.

- Where the child already has a safeguarding social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager.

- In general, the DSL will contact the parent / carer before the referral is made unless doing so would put the student or other children in the family at increased risk of harm, put a member of staff at harm or notifying the parent / carer could hamper any future criminal investigation. As a result, there may be times when the DSL will contact another agency or make a direct referral to Children's Services before informing parents/carers. Additionally, the DSL will submit a referral if they are unable to make contact with the parent/carer or the parent/carer fails to give consent, if an immediate referral is required in the best interests of the child. The DSL will judge the most appropriate course of action for each individual case. However, if the parent / carer does not consent, the duty to refer overrides this, as the safety of the child is paramount.

- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings. When invited the DSL will also participate in a CASS strategy meeting, usually by conference phone, adding school held data and intelligence so that the best interests of the child are met.

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

- If, after a referral has been made to Children's Social Care, the Safeguarding Team are not satisfied that the response is adequate, the DSL will escalate the matter further by implementing LA escalation procedures to express our concerns, with reasons and ask for a reconsideration.

Supervision

- Supervision meetings will be conducted on a half-termly basis to allow the safeguarding team to formally review practice and assess the nature and extent of support required by members of the safeguarding team. This will provide an opportunity for the team to evaluate the progress of current safeguarding cases and inform future practice based on the outcomes of previous interventions.

Section 5 – Recording, storing and sharing Information

Child protection information is stored and handled in line with General Data Protection Regulation (May 2018). We ensure that information is:

  - Processed for limited purposes;
  - Adequate, relevant and not excessive;
  - Detailed, accurate and up to date;
  - Kept no longer than necessary (Information Commissioners Office – 2019);
  - Processed in accordance with the data subjects' rights; and
  - Stored securely.

- All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded by the safeguarding team on CPOMS and/or in the Child Protection file.

- All records relating to child protection concerns are kept in a separate child protection file and held as confidential information. Child protection files are stored securely and all electronic files are password protected. The DSL monitors and facilitates access to child protection records.

- The student's main file will clearly indicate that there is a separate child protection file but will not contain any other details about the concern or allegation. The student's main file, however, will contain appropriate safeguarding information to ensure the College Leader is fully aware of factors that may affect their attendance, behaviour, mental health and progress, i.e. – minutes of CP, CIN or Early Help meetings.

- Records on the child protection file include; the nature of the event, observation or information; the actions taken, by whom, and the outcome of the action; the dates and times of events and actions taken; the full names and job titles of all people and services involved and the name of the person recording the notes.

- Child protection records are normally exempt from the disclosure provisions of General Data Protection Regulation, which means that children and parents do not have an automatic right to see them. The Data Protection Act does not prevent the school from sharing information with relevant agencies, where the information may help to protect the child.

- There is a clear system in school for staff to register 'Notes of Concerns' through the CPOMS system. Guidance on what may trigger a **'Note of Concern'** is shared at annual safeguarding training but may include things such as; persistent tiredness; student frequently asks to go to the toilet, begins to show inappropriate behaviour, displays weight loss, becomes withdrawn, is persistently angry, is inexplicably agitated or aggressive, is tearful for no apparent reasons, starts hurting other pupils, steals food, appears unkempt, etc. This also includes concerns about mental health and emotional well-being. If staff do have any concern that are not explicit safeguarding / child protection issues they should add this concern to CPOMS and direct to the safeguarding team. The document will also contain details of any further actions taken by the safeguarding team and the reasons why no action was taken if the team decide not to refer to an external agency.

- The Goddard Inquiry officially started on 9th July 2015 to investigate the extent to which institutions have discharged their duty of care to protect children against sexual abuse. At present, all child protection files should be kept until the child is 25 years old. This includes all paper files, all digital records and any other forms of documentation. The report states that 'all institutions must 'preserve all records relating to the care of children by their institution without limit of time'.

- However, some records are subject to statutory requirements and have specific retention periods. This includes records relating to looked after and adopted children.

- When the retention period has expired, confidential records will be shredded in the presence of the School Business Manager and all electronic versions will be appropriately purged.

Information sharing

As outlined in the updated guidance on 'Working Together to Safeguarding Children' (April 2018) and 'Information Sharing' (DFE - July 2018); ***'Sharing information is an intrinsic part of any frontline practitioners' job when working with young people. The decision about how much information to share, with whom and when, can have a profound impact on individuals' lives' and 'the most important consideration is whether sharing information is likely to safeguard and protect a child'.***

The Safeguarding Team at Hillcrest School follows the key principles set out in the new guidance:

- When taking decisions about what information to share, the team consider carefully how much information needs to be released. We recognise that General Data Protection Regulation requires us to consider the impact of disclosing information on the information subject and any third parties and that any information shared must be proportionate to the need and level of risk.

- The team will only share information that is adequate for its purposes in terms of depth and accuracy. All information will be up to date and any historical information will be explained as necessary.

- We recognise the importance of ensuring information is shared in a timely fashion to reduce the risk of harm. As part of this we recognise that it may not always be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Where possible we will share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. However, we recognise there may be times when the safeguarding team will have to share information without consent if, in our judgement, we feel a child's safety and well-being is at risk.

Movement of Records

- If a student leaves the school their entire Child Protection Record will be passed on to DSL at the receiving school. Copies of the records will not be retained apart from a copy of the chronology sheet for our own records. The transfer of records is recorded on the 'Transfer of Records Form'. We will keep a record of where, when and to whom the records have been passed to at the receiving school. The file will be sent by 'Special/Recorded Delivery'. The DSL will make verbal contact with the DSL the receiving school to professionally discuss the child protection concerns and provision.

- If the student has a Child Protection Plan and moves school, the school will inform the social care key worker immediately and inform the receiving school of the name of the key worker.

- If a student in permanently excluded from school or moves to an Alternative provider, their child protection records will be forwarded, as outlined above, to the relevant organisation.

- For students who are not subject to a Child Protection Plan the DSL will make a judgement about what information is passed on to the new school. In some cases, a summary of the child protection concerns will need to be passed on. This will enable the new school to be in a better position in order to safeguard the child.

- Where a student is removed from roll to be electively home educated, attend college placement or alternative provision, their records will be transferred to the EHE (Elective Home Education) Team.

- When a vulnerable child is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

- Parental consent is not required to transfer this data to another school, since it is held to prevent harm to a child. Where parents / carers object, the fact will be recorded by the DSL.

- When admitting new students, we will contact their previous school immediately to check whether there are child protection records and make arrangements for their immediate transfer. The DSL will contact the DSL at the previous school to gain an overview of the nature of the safeguarding concerns prior to the student starting at Hillcrest school. All new students at Hillcrest will be required to provide the original copy of their passport and birth certificate as part of the admissions process. Parents/Carers will also be required to provide photographic evidence to confirm their identity.

Section 6 – Children Absent from Education

- A child absent from education is a potential indicator of abuse or neglect, including sexual or criminal exploitation, mental health problems, risk of substance abuse, involvement in gang and county lines activity, FGM, child / forced marriage or travelling to conflict zones. This is particularly the concern for students with a special educational need and those already allocated with a social worker or family support worker. Consistent whole school use of the 'Three Houses' approach and subsequent school and community early help interventions, will allow staff to identify the existence of any underlying safeguarding risk and help prevent the risks of a child going missing in the future.

- All staff will be alert to these safeguarding concerns when a student is absent on repeat occasions or for prolonged periods. As a result of safeguarding training, all staff will be aware of the school's absence policy and children absent from education procedures.

- We will hold two or more emergency contact numbers for every student where possible. This will give us additional options to contact a responsible adult when a child is absent from education.

- We will notify the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of five days. In line with updated Birmingham CME guidelines (May 2021), we will make 'reasonable' enquiries into the location of the student as part of our monitoring processes. Every attempt will be made to communicate with parents to ensure the child is safe and well, including home visits by the EWO. If our enquiries unearth any potential safeguarding issues the DSL will refer to CME Team immediately.

- We will contact relevant agencies after two days' absence without confirmation from parents / carers if the child is subject to a Child Protection and/ or Child in Need plan or considered vulnerable in other ways, particularly Looked After Children and/or those with Special Educational Needs.

- When a student returns from a period of extended absence appropriate daily attendance checks will be carried out and their attendance, behaviour, emotional and physical well-being will be monitored closely by the safeguarding team in school. Parents / carers will be invited into school with the pupil to meet the DSL as part of the reintegration programme and relevant support with be offered to the

pupil / family as necessary.

- The DSL will liaise with the Community Police to identify support available in school and the community for students who are reported as absent from education, particularly those suspected to be involved in sexual and criminal exploitation linked to County Lines. The school will facilitate 'return home' interviews with the police/CME team as required.

- We will endeavour to initiate Early Help provision for students with CP/CIN plan if they have not returned to school by the end of the first week of term. If we cannot make, contact with the parents to ascertain the reasons for their absence, we will make immediate contact with their allocated social worker and refer to the 'Child Missing from Education Team' for additional support.

Section 7 - Removing students from roll

As defined by Ofsted 'off-rolling' is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.

At Hillcrest School, we will only remove a student from roll if she;

- Has been taken out of school by their parents and is being educated outside the school system (e.g., home education) and we have received written notification of this from parents/carers;

- Has ceased to attend school and no longer lives within a reasonable distance of the school at which she is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);

- Has been displaced as a result of a crisis, i.e., domestic violence or homelessness;

- Has failed to return from an extended family holiday during term time after the school and local authority have made reasonable enquiries but cannot locate the pupil. NB - We will keep the pupil on roll if the family remain in contact with the school even though the pupil has not returned to school by the agreed date

- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Is in custody for a period of more than four months due to a final court order and we do not reasonably believe that she will return to the school at the end of that period; or

- has been permanently excluded.

If a student has an allocated social worker or family support worker, we will endeavour to communicate with them and involve them in the decision-making process before removing the child from roll. If the student has a child protection plan or is child in need, we will notify the DSL at the new school and inform them of the name and contact details of the designated social worker.

As outlined in the CME section, we will wait to receive confirmation from the CME team, once they have completed their investigations, before removing a student from roll. This will be the case when a student has not attended school for 20 consecutive school days or more without authorisation, and both the school and local authority have exhausted reasonable enquiries and an address cannot be identified for the family.

Elective Home Education

- Parents / carers have the right to remove their child from school to educate them at home. As outlined in our Attendance policy, parents/carers are required to formally notify the Headteacher in writing of their decision to home educate and meet with the Headteacher to confirm their suitability and plans for home education. The DSL will inform any agencies involved with the family of this decision and, if the situation raises significant concern for a child, report this to the Police and CASS immediately.

- If the child is registered at school because of a school attendance order, the DSL will remind parents they must get the order revoked by the EHE team before they can home educate.

- As outlined in 'Keeping Children Safe in Education' (September 2023), the school will work closely with the local authority and other key professionals (i.e. social or family support workers) to ensure parents of vulnerable children, including SEND, have fully considered if home education is in the best interests of the child and appropriate support is put in place for the family.

- The school will, however, not remove a student from roll who is deemed to be 'vulnerable' or at risk of potential safeguarding issues unless authorised to do so by EHE team. We will take advice from the local authority, police and Children's Social Care before removing a pupil from roll.

Procedures

- In terms of transferring to another school, we will not remove a student from roll at Hillcrest until we have received written confirmation from the new school of their official start date or confirmation of their new address if they have moved out of area. This documentation is signed by the DSL before the student is removed from roll and a copy is kept centrally in school. The Headteacher will only sign the 'In-year notification of pupil movement and class size update' sheet and return to the local authority once this confirmation has been received from the new school and counter-signed by the DSL.

- If a student has moved to another part of the country and has not yet secured a place at a new school, we will keep the student on roll at Hillcrest, endeavour to confirm the new address of the parents / carers and pass these details to the CME team to follow up as appropriate. The student will remain on roll until the CME team advise that the pupil can be officially removed from our roll. If the student / family is an open case to Children's Social Care, direct contact will be made with the safeguarding team to ensure appropriate contact is made with Children's Social Care in the part of the country the child / family have relocated to.

- If parents/carers notify us that the student and/or family are moving abroad the DSL will meet with the parent/carer and attempt to obtain evidence of travel to the destination, a full address and name of a school the parent/carer are planning to send the child to. The DSL will complete the relevant PMF and send to Pupil Tracking. If the DSL is unable to obtain this information, a referral will be made directly to CME team.

Section 8 – Managing Allegations

Staff Responsibilities: Abuse of Trust

All members of staff must know that inappropriate behaviour with or towards children is unacceptable. The Teachers' Standards 2012 state that teachers should 'maintain public trust in the teaching profession as part of their professional duties'. The 2003 Sexual Offences Act states it is an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

The policy is in line with updated 'Guidance for safer working practice for those working with children and young people in education setting' (Safer Recruitment Consortium – February 2022)

Staff (including governors, trainee teachers, volunteers, supply teachers and visitors) and Social Media

- All staff are made aware of the potential risks of using social networking sites or personal publishing either professionally with students or personally. They are made aware of the importance of considering the material they post, ensuring profiles are secured and how publishing unsuitable material may affect their professional status.

- Privacy settings should be high and updated regularly, i.e. – Facebook accounts must be set at 'friends' level only. Staff must not post any images of other members of staff on such sites without their permission. Staff must not, under any circumstances, post images of students on such sites.

- Staff are discouraged from posting images of their children, family or themselves involved in social activities that may undermine their role as a teacher, i.e. – posting images of themselves inebriated out of school.

- Staff are encouraged to remove personal images as profile pictures and ensure that their employment details, personal telephone numbers or email address are not recorded on personal details sections of any social media site.

- Staff must not engage in social network activity with current and previous students or parents under all circumstances.

- Staff are given a school e-mail address which should be used for professional communication only. Staff should not give their personal e-mail address to students or parents under any circumstances. Staff should only contact students via their school e-mail account.

- Staff should not reply to an e-mail from a student if it is sent from the student's personal e-mail account. Staff are aware that e-mail activity is monitored by IT Network Support.

- Staff are required to follow all aspects of the Remote Learning policy, as required.

Inappropriate behaviour by staff (including trainee teachers, governors, volunteers, supply teachers and visitors)

As outlined in 'Keeping Children Safe in Education' (September 2023), a low-level concern is any concern – no matter how small or even if no more than causing a sense of unease or 'nagging doubt' – that an adult may have acted in an inappropriate manner. Inappropriate behaviour 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 the children's rights, and attitudes to discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**
  For example, sexualised behaviour towards students, sexual harassment, sexual conversations, possession of sexual images, sending sexual images via text / social media, inappropriate phone calls or texts, assault or rape

- **Neglect**
  For example, failing to act to protect a child, failing to seek medical attentions or failure to carry out appropriate risk assessments.

- **Spiritual**
  For example, using undue influence or pressure to control a student or ensure obedience, follow religious practices that are harmful such as beating or starvation.

Physical interventions and use of reasonable force

- In July 2013 the government published a revised version of 'Use of Reasonable Force'. It indicates that all members of school staff have a legal power to use reasonable force and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- In 'Keeping Children Safe in Education' (September 2023),'reasonable force' is defined as 'using no more force than is needed'. The term covers a broad range of actions used by staff that involves a degree of physical contact to control or restrain student. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where the student needs to be restrained to prevent violence or injury. It is unlawful to use force as a punishment. (**see appendix 8 / 9** and refer to '**Care and Control'** policy)
- The Children Act 1989 makes it clear that in any decision involving a child 'the paramount consideration must be given to the child's welfare'. However, the 2013 guidance outlines that when staff become aware of or feel the need to become involved in situations where there is a risk of children being involved in any of the following;
    - Self-harming
    - Causing injury to other children, staff, parents and visitors
    - Causing damage to property
- The DSL and SENDCO will prepare and circulate, to all staff, risk assessments and personalised action plans to identify the triggers that may cause specific students, particularly those with Special Educational Needs, disabilities and medical conditions, to display challenging behaviour and strategies that staff can use to avoid situations escalating. This will minimise the likelihood of challenging behaviour that may require physical intervention from members of staff.

Allegations against a member of staff (including trainee teachers, governors, supply teachers, volunteers and visitors)

- We adhere to the Birmingham Safeguarding Partnership's Procedures on Allegations against Staff and Volunteers.

- 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.

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

- Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team, who will decide on any action required.

- 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.

- If the safeguarding concern relates to a member of the Governing Body, the concern must be made directly to the Children's Trust LADO team who will decide on any action required.

- In some cases, it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay and is not an indication of any proof or of any guilt. Suspension should not be 'the default position' and should only be considered where there is cause to believe that a child or other children at the school is at risk of significant harm, the allegation warrants investigation by the police or the case is so serious that it might be grounds for dismissal. The decision will be based on a risk assessment, taking into account the context of the allegation, background information regarding the member of staff, information regarding the child and their family and whether the presence of the member of staff is likely to hamper any investigation. In all cases where it is intended to suspend a member of staff, the Headteacher will consult the Education Services Employee Relations Team and the rationale and justification for suspension should be agreed and recorded by the Headteacher and the LADO Team.

- Additionally, the Headteacher may implement alternative arrangements, to avoid suspension, until the allegation is investigated and resolved, i.e. – redeployment within the school to limit the individual's contact with children or providing an assistant to be present when the individual has contact with children.

- Parents and carers of a child or children involved should be told about the allegation as soon as possible. However, where a strategy discussion is needed, or police or children's social services need to be involved, the Headteacher will do not do this until those agencies have been consulted and have agreed what information can be disclosed with parents / carers. The school will ensure that parents/carers are kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Parent/carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are on-going.

- If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the LADO Team will discuss with the Headteacher whether a referral to DBS for consideration of whether inclusion on the barred list is required.

- If, after initial investigation, the actions of the member of staff do not raise credible child protection concerns but do raise other issues in relation to the conduct of the member of staff, the school will follow its own internal staff conduct procedures. Such circumstances may include staff accidentally harming a student or malicious allegations made against the member of staff.

- If the allegation is found to have been malicious, unsubstantiated or false and no further formal action is necessary, all those involved will be informed of this conclusion. This information will be removed from the personnel records and will not be referred to in employer references. The reasons for the decision to not proceed further with the allegation will be recorded on the school's child protection file.

- If an allegation by a child is determined to be unsubstantiated or malicious, the LADO Team may refer the matter to children's social care to determine whether the child concerned is in need of services or may have been abused by someone else.

- If the allegation by a student is shown to deliberately invented or malicious, the Headteacher will implement appropriate disciplinary action in line with the school's Behaviour policy and discuss with the police if action might be appropriate against the person responsible, even if he or she was not a student.

- If concerns are raised about an adult's behaviour towards and around children, even if the allegations were unfounded, we will keep records of this in their personnel file until the reach the

age of 65 or for 10 years – whichever is longer. This also applies to volunteers and any paid staff. This information will be kept for this length of time even if the person stops working or volunteering at the school.

- In terms of an allegation made against a supply teacher, the Headteacher will notify the relevant supply agency immediately to share details about the allegation. The school will, under the direction of the agency, lead in investigating the allegation by taking statements from students, staff and other potential witnesses. The Headteacher will sharing this collated information with the agency to allow them to complete their own investigation into the allegation.

Managing allegations against other students (Child-on-child abuse)

- 'Keeping Children Safe in Education' (September 2023) places greater emphasis on different forms of child-on-child abuse **(see appendix 3).** We recognise that children are capable of abusing their peers, 'abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Child-on-child abuse can include (but is not limited to) bullying (including cyber-bullying); sexual violence and harassment; upskirting, physical abuse or causing physical harm; grooming; sexting; criminal exploitation and initiating/hazing type violence and rituals. It can happen between any two children or groups of children of any sex and can occur both off and online. It can occur in intimate personal relationships between peers.

- At Hillcrest School we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. All allegations will be taken seriously by members of staff and dealt with appropriately and sensitively by the safeguarding team.

- We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and their peers. We recognise that some students will sometimes negatively affect the learning and wellbeing of others, in school, in the community and online, and their behaviour will be dealt with under the school's Behaviour Policy.

- Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual violence, harassment and exploitation (online and offline). It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

Possible allegations may include:

- x is made against an older pupil and refers to their behaviour towards a younger student or a more vulnerable student
- x is of a serious nature, possibly including a criminal offence
- x raises risk factors for other students in the school
- x indicates that other students may have been affected by this student
- x indicates that young people outside the school may be affected by this student

<u>Examples of child-on-child safeguarding issues could include:</u>

Physical Abuse

- violence (hitting, kicking, shaking, biting, hair pulling), particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- threats and intimidation, i.e. – involvement in cybercrime, criminal / County Lines activity

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults

- forcing others to watch pornography
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos;
- upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation or distress)
- sexual harassment (physical and verbal – online and offline)
- sexual violence and harmful sexual behaviours (including online)

Sexual Exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

Sexual harassment and violence

- Our staff are aware of the indictors of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- When referring to sexual violence, the policy refers to sexual offences under the Sexual Offences Act (2003). In addition to definitions on rape and assault by penetration, the Act refers to 'sexual assault' as when a 'person intentionally touches another person without their consent'. Under this guidance consent means that a person has the 'freedom and capacity to make a choice'.

- Updated DFE guidance (September 2021) defines sexual harassment as 'unwanted conduct of a sexual nature' that can occur online or offline. Sexual harassment is likely to 'violate a child's dignity, and/or make them feel intimated, degraded and/or create a hostile, offensive and sexualised environment'. Sexual harassment can include:

    - Sexual comments, such as: telling stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
    - Sexual 'jokes' or taunting;
    - Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (which may cross a line into sexual violence), upskirting, and displaying pictures, photographs or drawings of a sexual nature;
    - Online sexual harassment, which might include: consensual and non-consensual sharing of sexual images (nude and semi-nude) and videos; inappropriate sexual comments on social media; exploitation; coercion and threats.

- Our curriculum reinforces the message that sexual violence and harassment can occur online and offline (both physical and verbal), is never acceptable and is not an inevitable part of growing up. For example, we challenge behaviours, which are potentially criminal in nature, such as grabbing breasts, bottoms and genitalia, and upskirting.

Steps to be taken when an allegation is made by a student against another student

- We follow statutory guidance on managing reports of child on child sexual violence and harassment in school and will refer to the 'Children who pose a risk to children school safety plan', produced by the BSCB, when required to do so.

- When an allegation is made by a student against another student, members of staff should immediately inform the DSL of these concerns.

- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

- The DSL will take a range of considerations into account when deciding on the most appropriate course of action, including; the nature of the alleged incident (whether a crime has been committed); the age and development stages of the children involved to assess any imbalance of power between the children; if the alleged incident is a one-off or a sustained pattern of abuse; the ongoing risks to the victim, siblings and other children and staff; and other related issues and wider context, including any links to child sexual and/or criminal exploitation.
- During the initial investigation, the victim may ask for the school not to tell anyone about the incident. If the victim does not give consent to share this information, the DSL may still lawfully share it, if it can be justified to be in the public interest, for example, to protect other children from harm. The DSL will usually contact parents or carers unless this would put the victim at greater risk. Throughout the DSL will take all reasonable steps to protect the anonymity of any children involved in any report of sexual violence, abuse or harassment, with special consideration to the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The DSL will contact CASS to discuss the case. It is possible that CASS are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- In cases of actual or suspected physical or sexual violence, if a student has been harmed, is in immediate danger, or is at risk of harm the DSL will refer immediately to Children's Social Care. All reports of a rape, assault by penetration or sexual assault with be reported directly to the police. It may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures in light of the allegations and guidance from Children's Social Care and the police.
- Throughout the process and where possible, the school will endeavour to take the child's wishes and feelings into account when determining what actions to take and services to provide.
- The DSL will not wait for the start or outcome of a Children's Social Care investigation before protecting the victim or other pupils in the school. As with cases of alleged and proved cases of physical or sexual violence, the wishes and needs of the victim and how they want to proceed will be at the forefront of any interventions taken by the school. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered internally and externally.
- Where neither social services nor the police accept the complaint, the school will continue to undertake a thorough school investigation into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared, taking into account the needs of the victim, alleged perpetrator(s) and other students in the school, along with a preventative, supervision action plan.
- The plan will be monitored by the DSL and a date set for a follow-up evaluation with everyone concerned. If the alleged perpetrator is convicted or receives a caution for the offence, the DSL will update the risk assessment and ensure reasonable protections are in place for the victim, perpetrator and other pupils in the school. For example, the Headteacher/DSL may consider imposing restrictions that are reasonable and proportionate with regard to their timetable. If a not guilty verdict is delivered or a decision is made by the police not to progress with the case, the school will discuss any decisions with the victim and perpetrator continue to offer support.
- Both the victim and perpetrator will be offered support in school and/or the school will endeavour to work with the families and other agencies to access appropriate external support. Our multi-agency work is crucial to signpost victims and perpetrators to local and national specialist support, including organisations such as the NSPCC, Rape Crisis and The Survivors Trust. This is equally important for the alleged perpetrator, as their alleged actions may indicate they are a victim of abuse themselves. This support may also be extended to the siblings of the children involved as they may have been significantly impacted by the incident and be at potential risk of harm.

- If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the DSL will attempt to establish if the person who made the allegation is in need of some other form of support as this may still be a cry for help. In such circumstances, a referral to Early Help and/or Children's Social Care may be appropriate. If the report is shown to be deliberately invented or malicious, the school will consider taking appropriate action against the individual in line with our Behaviour policy.

- If the victim moves to another educational institution, the DSL will make this institution aware of any on-going support needs or interventions in school or the community, as well as transferring any relevant child protection information. The same will apply to the alleged or proved perpetrators of sexual violence or harassment in the event of moving to another educational establishment.

Section 9 - Parents and carers

- Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership with CASS. It will be made clear that this is a legal obligation and not a personal decision. A copy of this policy is available to all parents/carers and children on the school website and upon request.

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

The School follows the guidance provided by the Children, Learning and Young People's Directorate Procedures for Child Protection: Advice to Schools (April 2008) with regard to seeking parental consent in Child Protection issues. This guidance states that:

- The European Convention on Human Rights and recent General Data Protection Regulation require that agencies including schools should acquire the families' prior agreement to sharing information unless to do so could reasonably be expected to jeopardise the child's safety or place the child at risk of significant harm.
- In obtaining parental consent, the DSL will make it clear to parents why CASS are being approached, what information will be shared and what it is hoped to achieve.

- There may be exceptional circumstances where a school is wary of approaching parents to obtain consent: in these circumstances the DSL will contact CASS to discuss the situation further and agree a strategy.

- If a parent refuses to consent to refer, the DSL will record the information and keep it on file. It may also be appropriate for the DSL to have further discussions with CASS without consent. The fact that parents refuse consent may change the situation.

- Any young person aged 16 or over has the right to give or withhold consent, independent of their parent's views. Any young person under 16 years of age may wish to give or withhold consent to sharing information, independent of and in contradiction of their parent's views. Their wish should be acceded to where the young person is deemed to be of sufficient age and understanding to give informed consent. It is for the practitioner working with the young person to make that judgement, applying the Fraser principles.

Section 10 – Our role in the prevention of abuse

Teaching and Learning

- The curriculum is used to raise children's awareness, understand their rights and responsibilities and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.

- Relevant issues are addressed in an age-appropriate manner through the Life Skills and wider curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education, on-line safety and sexting and bullying (including cyber-bullying). The Life Skills curriculum is designed to provide opportunities for students to learn about keeping safe, both off and online, by recognising and managing risk and acceptable / unacceptable physical contact, recognising and resisting pressure, assertiveness techniques, the unacceptability of all forms of violence, criminal exploitation, abuse and harassment, including upskirting and the law relating to the issues outlined above. (see appendix 10)

- All aspects of the new 'Relationships Education', 'Relationship and Sex Education' and 'Health Education' are addressed through the Life Skills and wider school curriculum. We complete an annual curriculum audit to ensure all safeguarding issues are covered throughout the curriculum.

- Key safeguarding issues are built into the Assembly and Form Programme 'Themes of the Week', i.e. – Honour-based violence, FGM, faith abuse, mental health, child-on-child abuse, child and forced marriage, criminal and sexual exploitation, sexting, county lines, on-line safety, sexual harassment and violence, bullying and cyber-bullying

- We signpost and promote child support services through assembly and display of contact information, e.g., Childline, Open House, Emerging Minds, CRUSE, PAUSE, Kooth, Birmingham Sign Posting Service. This information will also address issues of potential harm, for example, bullying, mental health, substance abuse and all forms of exploitation.

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

Online safety (please refer to On-line Safety policy)

- Online safety concerns the safe use of technology, most notably the internet and social media. On-line safety within the context of safeguarding covers two aspects: child safety when using technology; and the obligation of schools to ensure that children are kept safe. In line with 'Teaching Online safety in schools' (DFE – June 2019) and 'Meeting digital and technology standards in schools and colleges' (DFE – March 2023), we recognise it is the duty of all teachers to promote online safety and provide an age-appropriate curriculum coverage to ensure students not only use the internet safely but also have the opportunity to behave safely on-line.

- There are four key aspects to online safety that we focus on aspect part of the wider curriculum, Life Skills topics, Character Education programme, external visitors, school council, assemblies and staff training: **Content, Contact, Conduct and Commerce.**

Content – young people being exposed to illegal, inappropriate and harmful material

- Ignoring age-ratings on games
- 'lifestyles' websites, i.e. – promoting anorexia, self-harm, etc
- Hate sites
- Content validation
- Bias

- Disinformation, misinformation and hoaxes
- Targeting of on-line content
- Fake profiles
- Live streaming

Contact – young people being subjected to harmful on-line interaction with other users

- Grooming (sexual and criminal exploitation)
- Meeting strangers
- Cyber-bullying
- Identity fraud and theft
- Sharing passwords and password phishing
- Tracking
- Harvesting personal information
- Challenges (to do something and post about it)

Conduct – personal on-line behaviour that increases the likelihood of, or causes, harm

- Privacy setting issues, including disclosing personal information
- Digital footprint and online reputational damage
- Health and well-being (amount of time spent on-line)
- Sexting and pornography (nude and semi-nude images and videos)
- Illegal downloading
- Hacking

Commerce

- Online gambling and addictions
- Inappropriate forms of online advertising
- Phishing
- Financial scams

As a result of this provision, students will develop their knowledge of;

- How to evaluate what they see on-line
- How to recognise techniques used for persuasion
- How to identify on-line risks
- How and when to seek support

Section 11 - Child Sexual Exploitation and Sexting

- Sexting, also known as 'youth produced sexual imagery', is nude or semi-nude images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. The images can be shared consensually or non-consensually.

- We ensure all staff and students aware that people involved in sharing sexual videos, photographs, pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

    - take an indecent photograph or allow an indecent photograph to be taken;
    - make an indecent photograph (this includes downloading or opening an image that has been sent via email);
    - distribute or show such an image;

- possess with the intention of distributing images;
- advertise and possess such images.

- We recognise that this can potentially be a form of child-on-child abuse and our safeguarding training enables all members of staff to recognise the signs of sexual exploitation by both adults and peers.

- The DSL will use the Local Authority CSE Screening Tool to determine an appropriate course of action, i.e. – referral to CASS, meeting with parents, signposting child to external agency.

Monitoring of online safety

- The DSL has lead responsibility for understanding, reviewing and evaluating the effectiveness of filtering and monitoring systems in place;

- We have appropriate filters and monitoring systems in place to monitor staff and student conduct online in school and on school loaned devices out of school. However, we fully acknowledge that 'over-blocking' can 'lead to unreasonable restrictions as to what children can be taught'. Teaching staff can request that blocked sites for unblocked for a period of time to allow students to access content on specific sites in lessons.

- The DSL meets on a termly basis with the IT Network Manager to review threshold filters in light of updated national safeguarding guidance. As part of this process, the school's approach to online safety is regularly reviewed and relevant risk assessments updated.

- The DSL completes an annual review of filtering and monitoring systems, or when a safeguarding risk is identified, there is a change in working practice (ie – remote learning) or new technology is introduced;

- The DSL receives reports of online safety incidents/violations and creates a log of incidents, and actions taken, to identify trends and patterns in online behaviour and inform future online safety developments;

- The DSL applies school safeguarding practices and makes appropriate referrals to external agencies if online behaviour suggests a child may be at risk of harm;

- Staff should report any suspected misuse to the Headteacher and/or DSL (ie - when they witness of suspect unsuitable material has been accessed; there is failure in the software or abuse in the system; and they notice abbreviations or misspellings that allows access to restricted material)

- Staff should notify the ICT Manager and DSL when they are teaching topics which could create unusual activity on filtering logs or there are perceived unreasonable restrictions that affect teaching and learning activities

Responding to a sexting incident (nude and semi-nude images)

- If the incident involves the discovery of indecent images or videos of children, even if consensual, the DSL will contact the police immediately for advice.

- If the incident involves unacceptable, inappropriate or potentially illegal use of a computer, mobile phone or camera, the DSL will immediately ask the IT Support Manager to ensure the device is locked down to ensure no one else comes into contact with the device.

- A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. The revised Education Act 2011 gives schools and/or

teachers the power to seize and search an electronic device if they think there is good reason for doing so. When searching a mobile device, the search will be conducted by the head teacher or a person authorised by them. It will be undertaken by a member of the same sex as the student. We will never print out any material for evidence or move any material from one storage device to another.

- If an image has been shared across a personal mobile device, the Headteacher or the person authorised by them will endeavour to Confiscate and secure the device(s). They will never send, share or save the image anywhere or allow students to do this.

- If the image has been shared across the school network, website or social network, the network manager will block the network to all users and isolate the image.

- If indecent images of a child are found the Safeguarding Team will store the device securely, carry out a risk assessment in relation to the young person , make a referral if needed, contact the police (if appropriate) as it is not the responsibility of a school to make decisions about the seriousness of the matter, put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed and inform parents / carers about the incident and how it is being managed.

- If the incident is solely against the principles outlined in our 'Acceptable Use Policy', the DSL will take the disciplinary consequences as outlined in the school Behaviour and On-line policies.

- As part of the curriculum, we endeavour to make students aware that they may be breaking the law if they send or possess images of other young people under the age of 18, even if the activity is consensual. They may be visited by police and on some occasion's media equipment could be removed. This is more likely if they have distributed images. However, there are cases in which children and young people have been convicted and sent to prison.

- If the incident involves an adult the Headteacher will contact the LADO Team for guidance as outlined in the section on 'Managing Allegations against staff'

Parents and carers

- Parents' attention is directed to the school's Online Policy in newsletters, the school brochure and on the school web site, as well as weekly safeguarding information sent via ParentMail.

- We update the annual parent guide on on-line and upload to the school website. This is particularly relevant to the threat of online radicalisation by extremist ideologies. Information is provided for parents / carers on possible signs to suggest their child is at risk of becoming radicalised and parents / carers are signposted on the website to support organisations including THINKUKNOW, CHANNEL and FAST. The website also contains general information for parents / carers on how to keep their child safe from other online dangers included child sexual exploitation, involvement in gangs and people trafficking (CEOP).

- Internet issues are always handled sensitively by the DSL to inform parents without undue alarm.

Section 12 - Preventing Radicalisation

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise susceptible 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 susceptible to future radicalisation.

- Hillcrest School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both 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 susceptible people 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.

- 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 susceptible to future manipulation and exploitation. Hillcrest School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6.

- Hillcrest School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist animal rights and environmental movements.

Risk reduction

- The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy to build resilience against radicalisation. To this end, open source due diligence checks will be undertaken on all external speakers invited into our school.

- This risk assessment will be reviewed as part of the annual s175 return that is monitored by the Birmingham Safeguarding Partnership.

Response

- 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.

- 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 6. Please refer to our 'Preventing Extremism' policy for more detailed guidance.

- Our school, like all others, is required to identify a **Prevent Single Point of Contact (SPOC) Steven Connor-Hemming (DSL)** will act as the first point of contact in the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism. The SPOC will liaise with CASS, Channel and the police if there are any significant concerns about a student's behaviour in this area.

- As a result of annual PREVENT training, staff of Hillcrest School are alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

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- 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.

- IT filtering systems prevents extremist material being accessed in school and the PSD curriculum / assemblies contributes to developing student awareness of on-line risks and how extremists use social media to engage young people. As part of annual WRAP training, staff are aware of the on-line activity of extremist and terrorist groups.

Channel

- 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.

- The Channel programme focuses on providing support at an early stage to people who are identified as susceptible 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.

- We recognise we 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).

- As outlined in BSCB guidance the SPOC will, as required, attend Channel meetings, carry out any actions as agreed and report progress on actions to the Channel Co-ordinator.

Section 13 – Forced marriage and female genital mutilation (including breast ironing)

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

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. (see appendix 5)

- Our staff are supported to recognise warning signs and symptoms in relation to these specific issues and include such issues in an age appropriate way in their curriculum.

- Our school works with and engages our families and communities to talk about such issues.

- 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.

- Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

- Our school brings in experts and uses specialist material to support the work we do with students and their families.

- Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, 'unofficial marriages' as well as legal marriages.

Reporting of female genital mutilation

- With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. Staff at Hillcrest school know that if they discover that an act of FGM appears to have been carried out on a girl aged under 18, they have a statutory duty to **personally** report it to the police. Failure to report such cases will result in disciplinary sanctions.

- When a member of staff has reasons to suspect that an act of FGM has been carried out on a student, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies. (see appendix 5)

Section 14 – Student Voice

- We have established a culture of listening and ensure our reporting systems are well promoted, accessible to and understood by all students.

- All students meet termly with their form tutors to complete a 'Signs of Safety: Three Houses' assessment to identify if any early help interventions are required in school or externally, particularly in relation to their mental health and emotional well-being.

- We will offer appropriate support to individual children who have experienced abuse or who have abused others. This could be internally through our Place2Be practitioner or external support services.

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

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

- Student voice plays a crucial role in managing potential risks facing young people at Hillcrest school. Circle time and Check-Out activities play an important role in the form programme. Annual safeguarding surveys and feedback at Student Parliament meetings provide an indication on how well-informed students feel and issues they would like further guidance on. For example, the School Council annually review of Anti-Bullying policy and Positive Mental Health policy.

- In cases of physical intervention against a student by a member of staff or visitor, the student is given the opportunity to record how they felt about the physical intervention on the incident recording form. **(see appendix 9)**

Section 15 – Children with Additional Needs

- Hillcrest School recognises that while 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 (SEND). Nationally these children face higher risk of peer group isolation and experience disproportionate levels of bullying, child-on-child abuse, harassment (physically and/or online) and mental health difficulties.

- We recognise that a range of additional barriers can exist when recognising abuse and neglect in this group of children. For example, due to their level of SEND a lack of experience may mean the child does not recognise they are being abused, particularly by their peers. Additionally, a child may struggle to communicate their feelings due to a lack of vocabulary or language difficulties or parents may be over-protective and unwilling to recognise the physical or sexual maturity of their child. As a result, staff may have problems identifying signs and symptoms of abuse or neglect in such cases and assume that indicators of possible abuse such as behaviour, mood or injury relate to the child's level of SEND.

- Our SENDCO works closely with the DSL to identify patterns and concerns in the conduct and progress of SEND students. The SENDCO is a trained deputy DSL.

- All members of staff are updated with information relating to students on our vulnerable list for close monitoring. Where appropriate, the SENDCO will prepare and circulate a risk assessment and support plan to provide specific guidance to staff on the emotional well-being of SEND students and intervention strategies staff should use to support them. This information is used by the SENDCO to review Educational Health and Care plans as part of our multi-agency work to such some of our most vulnerable students.

- Information about our most vulnerable students, specifically those will special educational needs, is shared with staff in our weekly safeguarding briefing.

- When the school is considering a suspending or permanently excluding a vulnerable student and / or a student who is the subject of a child protection plan or a child in need, we will consider all possible safeguarding risks and call a multi-agency risk-assessment meeting, where necessary, prior to making the decision. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *will* be completed prior to convening a meeting of the Governing Body.

Section 16 – Gender and Sexual Identity

- Staff will share information with the DSL about a pupil who discloses that they feel like their body is 'wrong' after talking to a stranger on the internet, or that they are binding their breasts'.

- Staff are aware that pupils experiencing gender-identity issues may also raise safeguarding concerns, such as significant changes in behaviour and performance, mental health issues, self-harm, self-medication, emotional or sexual experiences in which they may have been significantly harmed, or in relationships that put them in danger. A pupil disclosing gender identity issues will be reported and supported in line with our usual safeguarding practice, including communication with parents and external agencies, as required.

- Mary Bunce (Senior Learning Mentor) and Amy McFetridge (Place2Be practitioner) are our designated points of contact for students to speak about any matters relating to their identity and sexuality and access appropriate support in school and/or externally. This information is shared with students in form period activities, Life Skills lessons, assemblies and displays around school.

Section 17 – Private Fostering

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

- Private fostering is an arrangement by which a child is cared for by an adult who is not a close relative. The Children Act 1989 defines a' close relative' as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

- 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 anti-social hours;
    - Children sent from abroad to stay with another family;
    - Unaccompanied asylum seeking and refugee children;
    - Children who stay with friends (or other non-relatives) because they have fallen out with their parents;
    - Children staying with families while attending school away for their home area.

- There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The DSL will notify CASS, within 48 hours of being made aware of such arrangements to allow the local authority to check that the young person is being properly cared for, the accommodation is appropriate, and the members of the household are suitable carers of children. Prior to making this referral, the DSL will notify parents and private carers that a referral will be made to CASS.

Section 18 – Homelessness and temporary accommodation

- Being homeless or being at risk of becoming homeless presents a significant risk to a child's welfare and mental health, and family's ability to meet the child's physical and emotional needs.

- Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

- The DSL is aware of contact details and referral routes for into Local Housing Authority to raise or progress concerns at the earliest opportunity. The DSL will endeavour to engage with the family to complete an Early Help Assessment to secure the involvement of agencies best placed to support the family. Where there is a significant risk of harm to a student as a result of being homeless and/or placed in temporary accommodation, the DSL will refer concerns to Children's Social Care.

Section 19 - Monitoring and Evaluation

Our Child Protection and Safeguarding Policy and Procedures will be monitored and evaluated by:

- Governing body visits to the school and meetings with the safeguarding team
- Annual Governors Safeguarding report
- Termly Governor 'Drop In' meetings with the Safeguarding Team
- Weekly safeguarding team meetings to review support for vulnerable students
- Feedback of safeguarding issues at SLT meetings
- SLT 'drop ins' and discussions with children and staff
- Pupil survey and questionnaires
- Scrutiny of range of risk assessments

- Logs of bullying / racist / behaviour incidents
- Review of parental concerns and parent questionnaires
- Review of other key safeguarding policies

Review - This policy will be reviewed annually by Steven Connor-Hemming (DSL)

Policy updated: September 2023 Review Date: September 2024

Appendix 1 - Safeguarding Incident Report Form

Bound Book Reference Number:

High Risk Incident Form

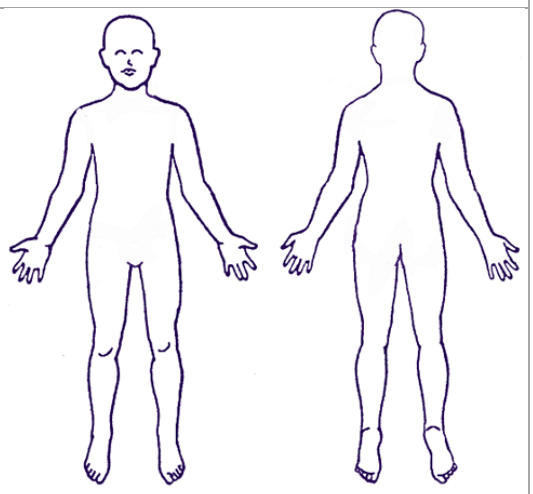
Insert School Logo
School name

Child's Name:	Class:
Date of incident:	Time of incident:

This form must be completed, signed and dated by any member of staff who identifies a possible child protection or safeguarding concern:

- All child protection concerns must be reported immediately to the designated Safeguarding Lead.
- Record the facts and do not make judgements. Record dates, times, places, actual words, what was observed, who was present and questions asked.
- Any concerns about staff should be reported directly to the Head Teacher/Head of Service.
- Concerns about the Head Teacher should be reported to the Chair of Governors/Proprietor

Details of Concern/Incident:



Immediate Actions by staff:

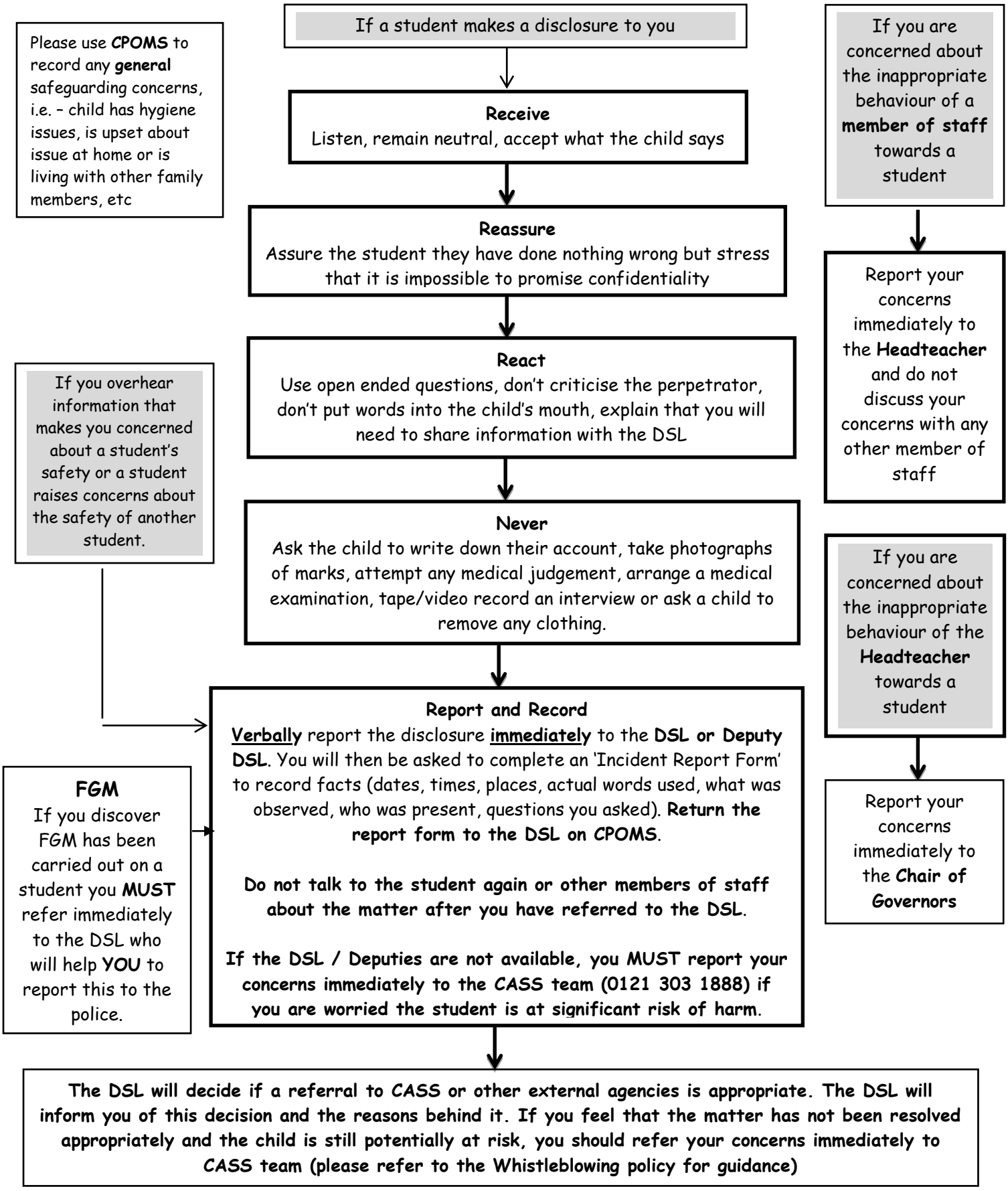
Signed: Print:	Date:

Action taken by Designated Safeguarding Lead:	
Any other relevant information:	
Signed: Print:	Date:
Office use only – additional notes:	**Bound Book Reference Number:** Linked incidents

Right Services Right Time	
☐	Universal
☐	Universal+
☐	Additional
☐	Complex/Significant

☐ Nil Action needed ☐ Incident Record ☐ Early Help ☐ Health & Safety ☐ MARF referral

Appendix 2 – Safeguarding Procedures for all staff



Appendix 3: Recognising signs of Child Abuse

Categories of Abuse – including child-on-child:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse and Exploitation
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

The abuse can be caused by a single traumatic event (i.e. – a violent assault, suffocation or poisoning) or a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development. Abuse can be: one-off; on-going; progressive; institutional; planned; or accidental (caused by a lack of parenting skills or understanding). Abuse can also be carried out by peers.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. We are aware that harm can also include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, ie – domestic abuse

1. Recognising Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms – hitting, pinching, smacking, throwing, poisoning, burning, scalding, drowning or suffocating a child. It can happen in any family but children are more at risk if their parents have problems with drugs, alcohol and mental health or if they live in homes where domestic violence happens. It can also be carried out by peers. Physical harm may also be caused when a parent / carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents are uninterested by an accident or injury and refuse to discuss concerns with school
- Parents are absent without good reason when their child is presented for treatment
- Unexplained, recurring injuries even if initially they seem accidental
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries
- Child makes strong efforts to avoid specific family members or friends, without an obvious reason
- Child is fearful of school making contact with home if she misbehaves
- Child is reluctant to undress for PE/Dance lessons
- Child shies away from being touched or flinch at sudden movements or loud noises

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g., belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.
Non-mobile children rarely sustain fractures.
There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Substances

This form of abuse may also be caused by an adult or another child giving a child poisonous substances, inappropriate drugs and alcohol.

2. Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. It is defined as the 'persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development' ('Keeping children Safe in Education – September 2023). The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

Emotional abuse may involve deliberately telling a child they are worthless, unloved and inadequate. It may include not giving a child opportunity 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, as well as overprotection and limitation of exploration and learning, or preventing a child participating in normal social interaction. In addition, it may involve seeing or hearing the ill-treatment of another or serious bullying – including on-line – by a child's peers or an adult. It may involve causing children to frequently feel frightened or in danger or the exploitation or corruption of children. This form of abuse can also be carried out by peers.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others
- Child is fearful or anxious about doing something wrong
- Parents / carers blame their problems on the child
- Fearful of new situations
- Self-harm, mutilation, cutting, biting
- Drug or solvent abuse
- Eating disorders
- Sleep disturbances and constant tiredness

3. Recognising Signs of Sexual Abuse

The Sexual Offences Act (2003) states no child under the age of 13 can legally consent to sexual activity. Sexual abuse is any sexual contact with a child. Many victims do not recognise themselves as such. A child may not understand what is happening to them and may not even understand that it is wrong. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Sexual abuse involves forcing or enticing a child to take part in sexual activities but does not necessarily involve violence. It 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 clothing. It may also include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children (child-on-child abuse).

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Sexualised knowledge and conduct inappropriate to the child's age
- Found in possession of or admits to watching/reading sexually explicit materials
- Sexually explicit and aggressive behaviour, play or conversation, inappropriate to the child's age (i.e. – asking other children to play sexual games)
- Attempt to teach other children about sexual activity (distinct from normal curiosity)
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g., for sports events (but this may be related to cultural norms or physical difficulties)
- Aggressiveness, severe tantrums, anger, anxiety, tearfulness
- Desperation to please an adult and over clingy relationships with adults

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Child Sexual Exploitation

'Keeping Children Safe in Education' (September 2023) states that CSE is a form of child sexual abuse which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victims needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, the power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources.

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.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE doesn't always involve physical contact and can happen on-line. The child may have been sexually exploited even if the sexual activity appears consensual.

It takes many forms and a range of coercive techniques are used for grooming and the development of a 'consensual relationship', through to extreme violence. Abusers often target areas where children meet with a reduced level of supervision including parks, bus stations, shopping centres.

The abuse can be perpetrated by individuals or groups, males or females and children (peer-on-peer) or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunist to complex organised abuse. It may occur without the child's knowledge, i.e. – through others copying videos or images they have created and posted on social media.

In terms of child-on-child abuse, behaviour is considered to be sexually harmful if one child is older than the other, particularly if there is more than a two-year age difference.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation and/or harmful sexual behaviour:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress

- going to hotels or other unusual locations to meet friends
- suffer from sexually transmitted infections or become pregnant
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in county lines activities, gangs, gang fights, gang membership
- periods of missing from home or education, i.e. – 3 times per month or one incident of 72 hours

Child-on-Child Abuse

As outlined in 'Keeping Children Safe in Education – September 2023) child-on-child abuse can include:

- bullying (including cyber-bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, physical contact, jokes, taunts, sexualised on-line bullying, non-consensual sharing of intimate information, may be stand-alone or part of a broader pattern of abuse;
- upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation or distress), which is now a criminal offence under the Voyeurism Offence Act (2019);
- sexting (production, possession, sharing and circulation of nude and semi-nude images/videos); and
- initiation/hazing type violence and rituals.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. **In March 2013, the definition of domestic violence included young people between 16 and 18.**

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate and/or harmful sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative

effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there will be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. Such cases will be referred by the DSL to the police for guidance.

Models of Sexual Exploitation

Inappropriate relationship	Boyfriend	Organised Crime
• One Abuser • Power and control • Physical, emotional, financial • Believe abuser is offering genuine relationship • Often significant age gap • Peer on peer – recruitment of other people to be groomed	• Initially, one abuser, grooming and gaining trust • Apparently consensual sexual relationship starts • Relationship becomes abusive • Victim threatened with violence and forced to engage in sexual activity with others • Growth in peer exploitation	• Involving criminal gangs trafficking victims around the UK and the world • Established networks across the UK to move victims from location to location • Forced or coerced into sexual activity with multiple partners • Involves the buying and selling of young people • Witchcraft and initiation

What is involved in Domestic/Relationship Abuse?

As outlined in 'Keeping Children Safe in Education' (September 2023), domestic violence or abuse is any incident or patterns of incidents of controlling, coercive, threatening behaviour, violence, or emotional or economic abuse between those aged 16 or over. In accordance with the Domestic Abuse Act (2021), children can witness and be adversely affected if they see, hear or experience domestic violence in their family home, including ex-partners and family members, regardless of gender or sexuality. Children under the age of 16 may experience such forms of abuse in relationships and friendships, both physically and on-line.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Emotional / Psychological Abuse	Physical Abuse
• Constant insults and name calling • Isolation from friends and family • Controlling what someone wears or where they go • Checking up on partners all the time, i.e. – checking phone, emails, social media • Making the person feel responsible for the abuse	• Hitting, punching, pushing, biting, kicking, using weapons, etc
Sexual Abuse	**Economic Abuse**
• Forcing someone to have sex • Unwanted kissing or touching	• Taking / controlling money • Forcing people to buy them things

• Being made to watch pornography against your will • Pressure to not use contraception	• Forcing partners to work or not to work

Warning signs of Relationship Abuse might include:

- Physical signs of illness or injury
- Truancy, lateness to school
- Non-attendance at school (especially if abuser attends the same school)
- Arriving early or leaving school late (if abuser attends the same school)
- Withdrawal, passivity and being compliant
- Changes in mood or personality
- Frequent use of mobile phone
- Depression
- Self-harming
- Inappropriate sexual behaviour, language and attitudes
- Bullying / being bullied
- Disturbed sleep affecting concentration
- Very gendered expectations of career and achievement
- Worried that everyone in school knows what is happening

4. Recognising signs of Child Criminal Exploitation (County Lines)

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drugs networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The activity often involves force and/or enticement-based methods of compliance and is often accompanied with violence or threats of violence but can also take place on-line and through forms of social media.

The activity can still be exploitation even if a young person's involvement in it appears consensual. It can be perpetrated by individuals or groups, males or females, and young people or adults. CCE can include children being forced to work in cannabis factories, shoplift or pickpocket, or to threaten other young people.

Key to identifying potential in county lines activity are missing episodes when the victim has been trafficked for the purpose of transporting drugs.

Key signs that may suggest a child is or is about to be criminally exploited:

- Student has started to use new or unknown slang words
- Student holds unexplained money or possessions or cannot explain where large sums of money have gone (financial exploitation)
- Sudden change in appearance – dressing in a particular style or 'uniform' similar to that of other young people they hang around with, including a particular colour
- Student has dropped out of positive activities
- Student starts to use a new nickname
- Student has unexplained physical injuries
- Graffiti style 'tags' on possessions, schoolbooks, walls
- Student is constantly talking about another young person or adult who seems to have a lot of influence over them
- Student has broken off with old friends and hangs around with one group of people
- Increased use of social networking sites
- Student has started adopting certain codes of group behaviour e.g., ways of talking and hand signs

- Student starts expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past

5. Recognising Neglect

Neglect is the persistent failure to meet a child's basis physical and/or psychological needs and is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to have a serious impairment on a child's health and development. Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Neglect may occur if a parent becomes physically, mentally or financially unable to care for a child. In such cases, neglect is different from deliberate or malicious failure to meet a child's needs which is done in the full knowledge of the potential effects on the child or parents are reckless as to whether harm is caused to the child.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned, left alone for excessive periods and unsupervised
- Child reaches developmental milestones late without medical reasons
- Parents are dismissive and non-responsive to concerns raised by school
- Child is unable to develop and maintain positive relationships
- Constant tiredness due to inappropriate sleeping patterns
- Child is caring for self, siblings or parents on a regular basis
- Child drinks alcohol or uses illegal substances regularly from an early age
- Child makes strong efforts to avoid specific family members or friends, without an obvious reason

6. Signs of Fabricated Illnesses

'Fabricated or induced illness takes place when a caregiver elicits health care on the child's behalf in an unjustified way'.

- Reported symptoms and signs are only observed by, or appear in the presence of, the parent or carer (i.e., situation specific);
- An inexplicably poor response to prescribed medication or other treatment;
- New symptoms are reported as soon as previous ones stop;
- Biologically unlikely history of events;
- Despite a definitive clinical opinion being reached, multiple opinions are sought and disputed by the parent or carer and the child continues to be presented for investigation and treatment with a range of signs and symptoms;
- Child's normal daily activities (for example, school attendance) are limited, or they are using aids to daily living (for example, wheelchairs) more than expected from any condition the child has.

Impact on the child

Medical:

- Undergoes repeated, unnecessary examinations, investigations, procedures and treatments;
- Mortality from induced illness 5-8% (not an intended outcome).

Psychological:

- Limited or interrupted school attendance and education
- Limited normal daily living activities;
- Sick role (use of aids such as wheelchair)
- Socially isolated
- ***Impaired daily life beyond any known disorder***

Distorted view of illness and health:
- Anxiety and confusion over state of their health;
- Silently trapped or enmeshed in falsifying illness.

7. Responses from parents

Research and experience indicates that the following responses from parents may suggest **cause for concern across all four 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

Appendix 4: Child and Forced Marriage (FM) and Honour Based Violence (HBV)

Child and Forced Marriage

Updated definition of Forced Marriage – 'A marriage conducted without the valid consent of one or both parties and where duress is a factor'. As opposed to an 'Arranged Marriage' in which both parties agree and give consent to a marriage agreed by family or community members. It is also important to note that no religion endorses Forced Marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, 'unofficial marriages' as well as legal marriages.

Forced Marriage is defined as a form of 'Honour Based Violence' and if a young person is forced into marriage under the age of 16 this is now a form of child abuse. In addition to the 2007 Forced Marriage Act, the Anti-social Behaviour, Crime and Policing Act (2014) states forcing a person to marry against their will is a criminal offence that can result in a prison sentence up to seven years. It is a criminal offence for a person to use violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage without their free and full consent. (Coercion means an external force which cannot be resisted and which pushes its victim into acting in a way other than that wished for. Coercion includes emotional force, physical force or the threat of physical force and financial pressure)

Forced Marriage Protection Orders can now also be issued to prevent a young person under the age of 18 from being taken abroad if there are any concerns about Forced Marriage. It offers protection to a victim from all civil or religious ceremonies, by forbidding the respondent(s) themselves, or by encouraging or agreeing with any person whatsoever, from entering into any agreements in relation to the engagement or matrimony.

There are various types of pressures put on young people to marry against their wills:

- Physical pressure, i.e. – young girl is locked up at home or beaten until she agrees
- Emotional pressure, i.e. – young person will let the family down if she does not consent
- Financial pressure, i.e. – involves exchange of land, money, property as part of the arrangement
- Sexual pressure, i.e. – young girl has been raped and then forced to marry as she is no longer pure
- Family pressure, i.e. – sent abroad to marry as part of arrangement for an overseas family member to secure UK citizenship

Signs for practitioners to look out for that may suggest a girl is being forced into marriage:

- Anxiety / depression
- Self-harming and attempted suicide
- Extended holidays without notifying school
- Failure to attend GCSE or A Level examination
- Failure to return from extended holiday
- Prevented by family from going to Higher Education or seeking employment
- Prevented by parents from completing extra-curricular activities
- Wearing jewellery or henna specific to marriage
- Being taken to and from school by parents, family or community members
- Evidence of surveillance by siblings or other relatives in school or community

Measures to be put in place to protect a young person from Forced Marriage:

- Enrolment – the school will ensure that we secure full information on all students as part of the admissions process, i.e. – nationality, passport details, birth certificate, immigration status.
- Sharing information with other schools attended by siblings if there are any concerns

- Secure all relevant evidence and documentation if a student is to be taken out of school during term time, i.e. – dates of travel, passport details, overseas contact details, expected return date
- Make referral to CASS / Police if a student is taken out of school without prior notification from parents and there are concerns about her personal safety.
- Contact the Forced Marriage Unit to discuss individual cases to gain further advice and guidance as necessary.

As outlined in other aspects of our Child Protection policy, the school will never approach the family or community to discuss concerns about individual students, never attempt to mediate or share information without the consent of the young person at risk. The school will follow local authority guidelines and refer any suspected forced marriages to the Sentinel Team (West Midlands Police).

Honour Based Violence

There is no specific offence of "honour-based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. It can include forced marriage, female genital mutilation and breast ironing practices, as well as acts of violence and coercion against the will of the individual. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The CPS flags any criminal offence of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional, as in the domestic violence definition) committed as honour-based crime.

Cases will be prosecuted under the specific offence committed e.g., common assault, inflicting Grievous Bodily Harm, stalking and harassment, kidnap, rape, threats to kill and murder.

A number of key motives for those who commit honour-based violence and forced marriage that have been identified in the Multi-agency practice guidelines: Handling cases of Forced Marriage (June 2009). For example:

- controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in what is perceived to be a "westernised manner";
- preventing "unsuitable" relationships, e.g., outside ethnic/cultural/religious/caste group;
- protecting "family honour" or "izzat";
- responding to peer group or family pressure;
- attempting to strengthen family links;
- achieving financial gain;
- ensuring land, property and wealth remain within the family; and
- protecting perceived cultural ideals.

Appendix 5: Female Genital Mutilation (FGM) and Breast Ironing

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

1. What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. Since 1985 it has been a criminal offence to perform FGM or to assist a girl to perform FGM on herself. The 2003 FGM Act extended this to criminalise FGM being carried out on UK citizens overseas. The Serious Crime Act (2015) now makes it an offence to fail to protect a girl under the age of 16 from the risk of FGM. Police now have the power to implement FGM Protection Orders.

Responsibility to reports concerns

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. Staff at Hillcrest school know that if they discover that an act of FGM appears to have been carried out on a girl aged under 18, they have a statutory duty to personally report it to the police. Failure to report such cases will result in disciplinary sanctions.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Ethiopia, Somalia, Sudan, Guinea, Mali, Liberia, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

There is a range of potential indicators that a child may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child.

2. Breast Ironing

Breast ironing also known as "Breast Flattening" is the process whereby young pubescent girls breast are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will look less 'womanly' and more likely to be protected from harassment, rape, abduction and early forced marriage & pregnancy.

Breast ironing is practised throughout Cameroon and has also been reported across West and Central Africa, in Benin, Chad, Ivory Coast, Guinea-Bissau, Guinea-Conakry, Kenya, Togo and Zimbabwe. In South Africa, a similar practice is known as "breast sweeping".

It exposes girls to numerous health problems such as cancer, abscesses, itching, and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage and even the complete disappearance of one or both breasts.

Indicators that suggest a child may have experienced 'breast ironing' include:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Noticeable rubbing of chest / breast area, i.e. - itching;
- Slow movements and struggling to bend down;
- Fear of changing for physical activities due to scars showing or bandages being visible.

Female Genital Mutilation Screening Tool

Correct as of April 2016

Name of child/young person: _____ Date of Birth: _____

Significant Risk Indicator	**Please tick**
Girl asks for help	
Parents of a child from a practicing community say that they or a relative will be taking the girl abroad for a prolonged period – this may not only be to a country with high prevalence but this would more likely lead to a concern	
Girl has spoken about a long holiday to her country of origin/another country where the practice is prevalent	
FGM is referred to in conversation by the child, family or close friends of the child (see Glossary for traditional and local terms) the context of the discussion will be important	
Girl presents symptoms that could be related to FGM	
A child or sibling asks for help	
A parent or family member expresses concern that FGM may be carried out on a child	
Girl has confided in another that she is to have a 'special procedure' or to attend a 'special occasion'. Girl has talked about going away 'to become a woman' or 'to become like my mum and sister'	
Girl presents with frequent urine, menstrual or stomach problems and/or unpleasant body odours	
Increased emotional and psychological needs e.g., withdrawal, depression, crying, or significant change in behaviour. Behaviours include confrontation with peers and impulsivity	
Girl talks about/demonstrates pain or discomfort between her legs and lower abdomen	
Girl confides in a professional that FGM has taken place	
Mother/family member discloses that female child has had FGM	
Husband's family practises FGM	
Child's mother has undergone FGM	
How important in your family is FGM? 1 2 3 4 5 6 7 8 9 10 (1 is low, 10 is high)	
Comments	

Medium Risk Indicator	**Please tick**
Sections missing from the Red book. Consider if the child has received immunisations, do they attend clinic etc (Early Years Setting)	
Girl withdrawn from Sex Education /FGM lessons	
Girl avoiding physical exercise or requiring to be excused from PE lessons without a GP's letter	
Child's mother has undergone FGM	
Comments	

Vulnerability Factors	**Please tick**
Other female family members have had FGM	
A Family Elder such as Grandmother is very influential within the family and is/will be involved in the care of the girl	
Mother/family have limited contact with people outside of her family	
Parents have poor access to information about FGM and do not know about the harmful effects of FGM or UK law	
Any other safeguarding alert already associated with the family. Always check whether family are already known to Social Care	
Girl has a sister or other female child relative who has already undergone FGM	
Family/child are already known to Social Services – if known, and you have identified FGM within a family, you must share this information with Social Services	
Parents come from a community known to practise FGM	
Family not engaging with professionals (health, school or other)	
Comments	

Appendix 6: Radicalisation and Extremism

The Counterterrorism and Security Act outlines the role education and other children's services providers need to play in preventing young people from being drawn into terrorism. More detailed information on the actions taken by Hillcrest School can be found in our 'Preventing Extremism Policy'

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

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.

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.

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.

Students 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.

Indicators of vulnerability include:

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

However, 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.

Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, particularly in the sixth form, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community. All concerns should be reported to the DSL who will contact CASS to seek further advice and guidance.

The school curriculum reinforces fundamental British values such as freedom of speech, democracy and

equal rights. It ensures that students are not exposed to or influenced by intolerant or extremist views and equips students with appropriate skills, knowledge, understanding and awareness as part of our whole school SMSC programme. The DSL has undertaken WRAP training and is qualified to deliver PREVENT training to staff governors, students and parents.

Annual safeguarding training reinforces the message that staff should never attempt impose their political or religious views and beliefs on students under any circumstances. The school will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at Hillcrest.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Promoting Anti-Western or Anti-British views
- Promoting anti-immigration and anti-LGBTQ+ views
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.

PREVENT RISK INDICATORS SCREENING TOOL

HIGH RISK INDICATORS

High Risk Indicators	Tick
Plans to travel to a conflict zone; or unexplained and/or sudden plans to travel to a country from which you can travel to a conflict zone	
Demonstrates support for and/or is articulating extreme views that are of significant harm to themselves or others, and may refuse to acknowledge other viewpoints	
Is living with someone who has a conviction against the Counter Terrorism and Security Act 2015 – known as TACT Offences	
Is in contact with, is being influenced by, and/or shows support for individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Participation in an activity that might cause immediate harm to themselves or others based on them holding extreme views, e.g., a violent attack against others	
Has disengaged from wider activities and interests and become fixated with a particular issue, viewpoint or way of living that is unhealthy and harmful to the CYP, and/or others	
Is accessing and/or sharing material of an extremist nature that is of significant harm to themselves and/or others e.g., that contains violent or disturbing images; that encourages people to undertake violent acts, etc.	
Is spending time with unknown individuals that raises concern, including potential religious or sexual grooming	

HIGH RISK SUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the high risks indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

MEDIUM RISK INDICATORS

Medium Risk Indicators	Tick
Demonstrates support for and/or is articulating extreme views that are/may be of harm to themselves or others, and finds it difficult to acknowledge other viewpoints	
Is showing interest in, and may have contact with individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Is starting to disengage with wider activities and interests and spending more time focusing on a particular issue, viewpoint or way of living that may be unhealthy and harmful to the CYP or others	
Is isolated from family, friends, peer and peer groups and/or is not forthcoming about how and who they spend their spare time with	
Is accessing and/or sharing material of an extremist nature that is harmful to themselves and/or others e.g., that encourages people to develop harmful views about others that encourages people to isolate themselves and narrow their viewpoints, etc.	
Has mental health concerns or developmental disorders (e.g., ASD) that make the CYP vulnerable to developing extreme views that are harmful to themselves or others	
Has alcohol and/or substance abuse issues that makes the CYP vulnerable to developing extreme views that are harmful to themselves or others	
Is at risk from harmful cultural practices. Please state the type of risk e.g., FGM, Forced Marriage, removal from education, honour-based violence, abuse linked to faith or belief, etc.	……....

MEDIUM RISKSUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the medium risk indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

LOW RISK INDICATORS

Low Risk Indicators	Tick
Is struggling with their own identity, sense of belonging and/or may feel out of place in wider society	
A change in CYP's views, appearance, behaviour and wellbeing that starts to raise concern	
Is easily lead by others making them susceptible to influence	
Is becoming isolated from family, friends, peer and peer groups	

LOW RISKSUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the low risk indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

PART TWO – ADDITIONAL CONTEXTUAL QUESTIONS

1. **Has the CYP experienced any significant life events or trauma that may be linked to the current risks?**

2. **Is there any additional information you would like to provide which is not covered by the risk indicators that you think indicates an extremism concern?**

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Appendix 7: Safeguarding CPD Overview 2015-2023

2015-2016	2016-2017	2017-2018	2018-2019
Birmingham Right Service, Right Time (DSL – September 2014) WRAP 3 / Prevent (DSL – October 2015) Drugs Awareness: Legal Highs and changing legal framework (Dave Parvin – October 2015) FGM / Forced Marriage and Honour Violence (Freedom Charity - December 2015 extended twilight CPD) E-safety & risks of on-line grooming (DSL / CLM ICT – December 2015) CPOMS (DSL – January 2016) Mental Health Awareness: Stress, Eating Disorders and Self-Harm (Forward Thinking – January 2016) LGBT (Elly Barnes – February 2016) Child Sexual Exploitation (Barnardo's – March 2016) Asthma and allergy (School Nurse Service – March 2016) Diabetes and Epilepsy training (School Nurse Service – July 2016)	Child Grooming (LA –Sept 16) WRAP / PREVENT (DSL – Oct 2016) Drugs Awareness (LA – Nov 2016) Mental Health and Emotional Resilience (Oaks – Sept 2016 and June 2017) Sexting (DSL – Nov 2016) Staff code of conduct and allegations against staff (DSL – Dec 2016) Breast Ironing (DSL – Jan 2017) Asthma, diabetes and allergy (Jan 2017) SEN – supporting vulnerable children (SENAR – Nov 2016 and March 2017) Refresher on CSE Screening Tool (Jan 17) Updated guidance on CME (Feb 2017) Mental Health: Coping with anxiety (Oaks – Feb 2017) Domestic Violence (LA – April 2017) Fabricated illness (DSL – June 2017)	Asthma, allergy and diabetes training (School Nurse Service – Sept 2017) WRAP 3 / PREVENT / Citizen Aid launch (DSL – Sept 2017) On-line safety training (LA – Sept 2017) Refresher of forced marriage and honour-based violence (DSL – Nov 2017) Sexting (LA – Dec 2017) Apprenticeships and supporting students with career options (LA – Dec 2017) Sexually Harmful Behaviours / CSE Screening Tool (DSL – Jan 2018) Right Help, Right Time updates (Feb 2018) Emotional First Aid Toolkit Launch (March 2018) SENAR – supporting students with autism (April 2018) County Lines launch (DSL – April 2018) Early Help Assessments and the implications of Serious Case Reviews (DSL – June 2018)	Prevent Updates (DSL – Oct 2018) Early Help provision in Birmingham (DSL – Oct 2018) Impact of Adverse Childhood Experiences (DSL – Nov 2018) Drugs Awareness (Dave Parvin – Dec 2018) Forced Marriage (DSL – Dec 2018) Asthma, allergy and diabetes training (School Nurse Service – Jan 2019) Positive Mental Health (Oaks Emotional Well-being Co-ordinator – Jan 2019) New technologies and on-line safety (LA – Feb 2019) Knife Crime and gang culture (LA Imaani Clough – Feb 2019) Child Sexual Exploitation (Katie Storie-Young – March 2019) Sexual violence and harassment (DSL – April 2019) Early Help intervention review (DSL – May 2019)

2019-2021

PREVENT: updated WRAP training (October 2019)
Umbrella – Delivering RSE curriculum (Dec 2019)
On-line safety 360 Degree Tool (Feb 2020)
Emotion Recovery Curriculum (EPS – June 2020)
NOS Annual Certificate for Online Safety (Dec 2020)
NOS Certificate in understanding mental health (Feb 2021)
Birmingham LGBTQ (November 2019)
Adverse Childhood Experiences (Virtual School – Jan 2020)
Honour-based & domestic violence (On-line training May 2020)
RHRT (On-line training – June 2020)
NOS Certificate in Prevent Duty (Jan 2021)
NOS certificate in criminal exploitation (May 2021)

2021-22

NOS – Level 3 Certificate in Online Safety (October 2021)
Updated RHRT procedures delivered by Early Help Advisor (Dec 2021)
Updated CPD on delivering RSE curriculum (February 2022)
NOS certificate in sexual harassment (February 2022)
NOS certificate in Prevent Duty (March 2022)
NOS Level 3 certificate in mental health support (May 2022)
NOS certificate in Equality and Diversity (June 2022)

Appendix 8 – Safer Working Practices to minimise staff vulnerability to allegations

Working alone with students	GENERAL - NEVER
• Be visible to others when working with individual or groups of children • Tell people where you are / what you are doing • Never lock doors, cover windows or use 'Do not disturb' signs. • Record and report any incidents immediately • If something goes wrong, tell someone, preferably the DSL or Headteacher • Always avoid unnecessary contact • Discourage child-initiated contact • Contact during class activity should be restricted to what is appropriate and visible to others. • Avoid comforting a distressed child in an isolated area • Redirect attention away from any personal matters which may arise	• Impose humiliating or power-based punishments on a student or reduce them to tears • Engage in rough, physical or sexually provocative games • Allow or engage in any form of inappropriate touching • Make sexually suggestive comments to students, even in fun • Engage in any form of relationship, sexual or otherwise, with a young person even if they are over the age of consent, but under 18 (2003 Sexual Offences Act) • 'Friend' a child on Facebook or other forms of social media • Take photographs or videos of children unless written/signed consent has been obtained from a parent/carer; this includes the use of camera phones

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 the children's rights, and attitudes to discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual:** For example, sexualised behaviour towards pupils, sexual harassment, sexual conversations, assault or rape

- **Neglect:** For example, failing to act to protect a child, failing to seek medical attentions or failure to carry out appropriate risk assessments.

Communicating with children

- Staff should not request or respond to any personal information from children other than that which may be necessary in their professional role.
- Communications must be open and transparent.
- Staff should not give their personal contact details to children.
- If children locate these by means and attempt to contact the staff member, the adult should not respond and must report this matter to the Headteacher.
- Staff should not have any contact with students or parents on any form of social media.

Physical Contact (refer to 'Care and Control Policy' for further guidance)

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples include;

- Comforting a distressed child (discretion should be used over the level and justification)
- When a student is praised / congratulated
- Demonstrating how to use a musical instrument
- Demonstrating how to use PE equipment or complete PE activities
- To administer first aid

However, contact during class activities should be restricted to what is appropriate and only used as a last resort when other appropriate strategies have failed.

The use of 'reasonable force'

Force is usually used either to control or restrain. 'Reasonable' in the circumstances' means using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances, as outlined below:

- Removing disruptive children from a classroom when they refused to follow an instruction to do so
- Preventing behaviour that disrupts a school trip / event / visit
- Preventing a student from leaving the classroom where allowing the student to leave would put their safety or the safety of others at risk
- Preventing a student from attacking a member of staff or another student
- Breaking up a fight
- Restraining a student from harming themselves through physical outburst.

Types of restraint which may be appropriate

- Any holding tactic in which a student is restrained without injury until the student calms down.
- Physical contact with a young person designed to control the young person's movements that pose a danger (e.g., holding the arms by the side of the body). Standing by the side of a student is likely to minimise the risk to the adult and student.
- The holding of a student's arms or legs to prevent/ restrict striking / kicking.
- The use of sufficient physical force – without causing injury – to remove a weapon / dangerous object from a student's grasp.
- Physically preventing a student from exposing themselves to possible danger by leaving the premises.
- Students' should **not** be placed or held face down on the floor.

Reporting Physical Intervention

- The member of staff must report the incident to the Headteacher or another member of the Senior Leadership Team as soon as possible and then complete a 'Physical Intervention Report' (see Appendix 9)

Appendix 9 – Physical Intervention Report

Hillcrest School: Physical Intervention Report	
Staff Name:	**Date of Incident:**
Full name(s) of Pupil (s) involved:	**Specific location of Incident:**
Full names of staff witnesses:	**Time of Incident:**
Full names of student witnesses:	**Names of other witnesses, i.e. – visitors / parents:**

Justification for physical intervention (tick)	**Explain predicted harm prevented by intervention**
To prevent self-harm ☐ To prevent harm to other children ☐ To prevent harm to adults ☐ To prevent damage to property ☐ To prevent loss of learning ☐	

Triggers – what factors led to the situation occurring?

Primary de-escalation techniques used (state in order they were used)

Verbal advice and support		**Offering services of other staff**	
Calm talking		**Informing of consequences**	
Distractions		**Taking non-threatening body position**	
Reassurance		**Step away**	
Humour		**Clear instruction/warning**	
Negotiation		**Attempt made to get support from others**	
Offering advice and options		**Diversion**	
Any additional information on de-escalation techniques used:			

Describe the nature of the force used, i.e. – degree, type of hold and length of time:

Describe how the student responded during the incident – What did he/she say and do? What did you say during the incident?

Describe the actions and comments of any of person present during the incident:

Provide details of any injuries or marks to the skin on the student, yourself and anyone else who was involved in the incident:

Did anyone involved in the incident require first aid treatment? If so, who?

Provide details on any damage to school or personal property during the incident:

Provide details on any other relevant information:

Signed: **Date:**

Incident reported to: **Time:**

To be completed by the Headteacher

Summary of any injuries sustained by the pupil(s) and staff: **Name of First Aider and time of First Aid check:**	**Confirmation witness statements obtained ☐** **Summary of witness statements:**

Date and time parent / carer was informed of the incident: **Outline of parent / carer response:**	**Details of pupil interview / statement:**

Pupil Voice – Summary of pupil's feelings about the incident:

Actions to be taken by Headteacher

Management	Tick	Comments
Reparation		
Police Involvement		
Internal Exclusion for Pupil		
SENCO – Behaviour Profile		
Meeting with member of staff		
Internal Disciplinary action		
Referral to Governors		
Mediation meeting		
Meeting with parents / carers		
Other		

Headteacher: **Date:**

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Appendix 10: Life Skills Curriculum Overview 2023-2024

Year 7

	Half-Term 1 - Staying safe				
Title	1. Risk Assessments and first aid	2. Alcohol	3. How to respond in an emergency	4. Smoking	5. Road safety
Objectives	Health and safety in school Health and safety in community Basic first aid techniques	Health risks with alcohol Under-age drinking Impact on mental health	Basic first aid techniques Burn hazards Burn first aid	Health risks with smoking Advertising Financial implications	Risks on the road Safety measures Community responsibility

	Half-Term 2 - Online safety and cyber bullying				
Title	1. Healthy relationships	2. Causes & results of online bullying	3. Internet safety	4. Online safety and the law	5. How to create safe online profiles
Objectives	What is a healthy relationship? How are they developed? What are they like online?	Types of online bullying Impact on mental health How to report online bullying	Risky behaviours online Strategies to keep safe online Safety support resources CSE links Trustworthy sources of information	Responsible online behaviours Legal implications Online grooming/CSE links	Different types of social media Dangers sharing personal info Safe and secure profiles Use for positive self-promotion

	Half-Term 3 - Economic wellbeing				
Title	1. Impact of money	2. Poverty debt	3. Budgeting	4. Employment	5. Case study
Objectives	Impact of money on our physical and emotional needs and wants	Causes of debt Impact on emotional wellbeing	Real life budgeting scenarios Importance of saving money	Local jobs market information Importance of work Benefits of work	Types of jobs in technological and digital markers

	Half-Term 4 - Healthy relationships				
Title	1. Types of relationships	2. Healthy and unhealthy relationships	3. Protect from unhealthy relationship	4. Online relationships	5. Family
Objectives	Types of relationships, and how they are good for wellbeing The importance of marriage inc. legal benefits	Types and examples of exploitation, ie – physical, emotional, financial, sexual. Links to grooming / CSE Consent laws	Impact of unhealthy relationships Forced Marriage Rights in arranged marriages Improving relationships Peer pressure	False on-line identities Risks meeting people in person Manipulation of social media Legal implications of sexting	The roles and responsibilities of parents Characteristics of successful parenting

	Half-Term 5 - Democracy and citizenship				
Title	1. UK parliament and the role of MPs	2. Current political issues	3. British Values	4. Rule of law and hate crime	5. LGBT+ rights
Objectives	Role of Commons and Lords What happens in elections	What do MPs do in parliament? How are laws passed by MPs?	Poverty, education, health, policing Extremism and radicalisation	Importance of democracy Extremist threats to democracy Cyber crime?	Role and importance of policing Role of the courts / punishment

	Half-Term 6 - Conflict resolution				
Title	1. What is friendship?	2. Conflict situations	3. Respectful behaviour	4. Conflict resolution	5. Diverse community
Objectives	What would a friend do in different safeguarding scenarios	Local and global conflicts Conflict in relationships	Importance of cultural identities Homophobic behaviour	Responses to terror attacks in Manchester/London./Finsbury Focus on Jo Cox	EDL threat to community cohesions Role of ISIS sympathisers in the UK Impact of terrorism in the UK/globally

Year 8

	Half-Term 1 - Human rights and responsibilities (British Values)				
Title	1. Societal roles and responsibilities	2. UN Charter on Human Rights	3. Discrimination	4. The law	5. Sustainability
Objectives	What are roles and responsibilities? How to establish a society with clear laws, rules, roles and responsibilities	How does UN Charter protect human rights e.g. racism, homophobia, hate crime, Islamophobia, gender, age	Forms of discrimination The law and discrimination Impact on society and values	How and why does the law protect human rights and liberties? The role of police	Sustainable solutions to global issues What can we do as individuals to be responsible global citizens?

	Half-Term 2 - The law and British values				
Title	1. Decision making	2. Terrorism/Extremism	3. Antisocial behaviour	4. Islamic extremism	5. EDL
Objectives	What factors can influence decision that result in inappropriate behaviour?	Case studies of young people recruited to join extremist organisations	Gang culture Youth violence Human trafficking linked to gangs	Recruitment methods Examples of actions Use of social media to promote beliefs	Recruitment methods Examples of actions Use of social media to promote beliefs

	Half-Term 3 - Health day (Brook)				
Title	1. Sexual health	2. Healthy lifestyles	3. Contraception	4. Healthy body	5. FGM
Objectives	Dangers of sexting Under-age sexual relationships Grooming and sexual exploitation	Healthy and balanced diets Physical exercise Weight - obesity	Types of contraceptives How to use contraceptives Importance of using contraceptives	How does the body develop? Puberty and menstruation cycle Development milestones	What is FGM? Myths? Why does it happen? Risks What to do if worried about risk?

	Half-Term 4 - Mental health and emotional wellbeing				
Title	1. What is mental health?	2. Anxiety disorders	3. Addictions	4. Eating disorders	5. Self harming
Objectives	Spectrum of mental health issues Signs and symptoms Myth-busting and young people issues	Anxiety - causes and symptoms Impact of social media/advertising Support available	What is an addiction? Addictions linked to mental health? Addictions to mobile phones	Binge eating, anorexia and bulimia Impact of social media/advertising Support available in community	Forms of self-harm Self-harm & impact on mental health Support available in community

	Half-Term 5 - Healthy relationships				
Title	1. Trust in relationships	2. Good and bad relationships	3. Violent relationships	4. Forced marriage	5. Sexuality and orientation
Objectives	Loudmouth Theatre Company focus on abusive teenage relationships and roles / responsibilities in relationships	What types of behaviour are associated these relationships? Impact on mental health? Recognising trustworthy sources of information.	Peer on peer abuse Female abuse towards males Domestic violence / CSE / grooming	Definition / difference from arranged Reasons for forced marriage Support against forced marriages	Development of LGBT rights Civil Partnerships Same-sex relationships / families

	Half-Term 6 - Careers and work related learning				
Title	1. The local economy	2. Career stereotypes	3. Employability skills	4. Job advertisements	Case study: NHS
Objectives	Types of jobs and career opportunities in local businesses, ie - ISHIDA	Challenging traditional role of women in the workplace by meeting female staff from ISHIDA / Apprenticeships	What makes a good CV? Importance of CV? What do employers want evidence of?	What information do they contain? What skills do different types of jobs require?	Careers in the NHS Qualifications required Skill development

Year 9

	Half-Term 1 - Extremist radicalisation				
Title	1. Valuing diversity	2. Extremism	3. The role of technology in radicalisation	4. EDL and impact of Brexit	5. ISIL
Objectives	The impact of individual's beliefs and actions on community cohesion Respecting diversity The impact of media	How violent extremism differs from legitimate protest and dissent. Ways to respond to worrying behaviours	How are extremist groups using social media networks to recruit and indoctrinate?	Why did UK vote to leave EU? How has this added to tension in UK? How have EDL used this?	Why have young people joined? What has life been like after joining? Reality vs myth promoted by ISIL

	Half-Term 2 - Drugs awareness				
Title	1. What is an addiction?	2. Drugs classification	3. Drugs and the law	4. Drugs and gangs	5. Support
Objectives	Why do people take drugs? How / why become addicted? Which drugs are most addictive?	How / why drugs classified? Overview of impact on human body Overview of impact on mental health	What are the legal implications of producing, selling and possessing certain drugs?	Drugs, gang culture and youth violence? How have young people been drawn into this?	What types of support is available? What support in Birmingham? What support on-line?

	Half-Term 3 - Relationships and sexual health				
Title	1. Sexual relationships	2. Equality in relationships	3. Pornography	4. Sexually transmitted diseases	5. Contraception
Objectives	**LM:** consent in all relationships – focus on honour-based violence and forced marriage	Equal rights in relationships Cultural expectations of relationship Gender stereotypes in relationships Actively communicating consent	Sexting - exploitation Grooming/Role of social media Legal implications	Effects of different STIs on body Access to sexual health services	How to access contraceptives Types & misconceptions Natural contraceptives

	Half-Term 4 - Personal health				
Title	1. Reproductive health	2. First aid	3. Cosmetic surgery	4. Disease prevention	5. Immunisation and vaccination
Objectives	Reproductive system Fertility (including factors that can affect it) Menopause	How to administer basic first aid (revisit session delivered in Year 7)	Impact of media on body image What are the risks of cosmetic and aesthetic procedures, ie – tattoos, body piercings, tanning, etc?	Disease prevention e.g. diabetes/cancer How do we check for both?	Why important? Advantages and disadvantages? Moral choices over medicine

	Half-Term 5 - Financial management				
Title	1. How do people get money	3. Controlling finances	3. Debt management	4. Media	5. University life
Objectives	Benefits Loans Credit	What expenses do adults face? What are current levels of taxation and NI?	How do people get into debt? Hire purchase / Credit cards What support is available if in debt?	How can the media encourage people to get into debt? On-line gambling addictions.	Why do people go to University? What costs will students incur? Managing student finances

	Half-Term 6 - Online safety				
Title	1. Digital footprints	2. Images online	3. Online dangers	4. Anti-social behaviour	5. Social media influence on behaviour
Objectives	What happens to any information people post about themselves on-line? Who can access it and how?	Revenge porn and the legal implications of generating, possessing, posting and sharing inappropriate images on-line.	Case studies of CSE and human trafficking victims as a result of building relationships on-line	Risks of accounts being hacked Trolling/On-line stalking/Discrimination Identity theft and fraud	Impact on our personal identity, ie – health, fashion, careers, values, behaviour, diet, political views, etc

Year 10

	Half-Term 1 - Crime and punishment				
Title	1. Gang culture	2. Youth violence	3. Knife crime	4. Organised crime	5. Courts and the law
Objectives	How / why do people join gangs? Risks and dangers of gang membership Impact on communities – County Lines	Examples of youth violence / County Lines Reasons for increase in violence Links with organised criminal activity	Why do people carry knives? What are the dangers and risk? What are the human consequences?	Human trafficking Child Sexual Exploitation Prostitution / county Lines	What happened in juvenile courts? What types of sentences can be issued to young people for criminal actions? Upskirting

	Half-Term 2 - BAIT CSE				
Title	1. Risks of exploitation	2. Grooming	3. Teenage relationships	4. Consent in relationships	5. Human trafficking
Objectives	How can young people be sexually, physically and emotionally exploited in relationships? (inc. peer abuse)	Grooming (inc. peer abuse) Stalking, harassment and victim blaming	How can people be abused? Why does abuse happen in teenage relationships? Is it different from older relationships? Peer on peer	Why is consent important? How does it keep people safe? Different types of consent Right to choose to delay sex or enjoy intimacy without sex	What is human trafficking? How do people become victims? How is it linked to County Lines?

	Half-Term 3 - Human rights and responsibilities				
Title	1. Definitions	2. Pregnancy and miscarriage	3. Abortion	4. Forced marriage	5. Honour based violence
Objectives	Rights and responsibilities in relationships? Importance of marriage / family institution Coercive control	Reproductive system Miscarriage Teenage parenthood Parenting skills	Religious, legal and moral interpretations Physical procedure Short and long term effects on body Alternatives e.g. adoption	What are rights / responsibilities in marriage? How are 'forced marriages' an infringement on rights? Support?	Why is HBV carried out? Local examples of HBV and support What are people's rights against HBV?

	Half-Term 4 - Drugs education				
Title	1. Effects of drugs	2. Drugs and the law	3. Effects of cannabis	4. Effects of legal highs	5. Effects of cocaine/heroin
Objectives	LM 'Working for Marcus' to show how easy it is for young people to be dragged into drugs world	What does the law say about the selling, possession and use of cannabis?	What impact does the regular use of cannabis have on people physically and emotionally?	What are legal highs? What impact on body? What does the law say about use, selling and possession?	Why do people use these drug? What impact on body? What does the law say about use, selling and possession?

	Half-Term 5 - Emotional resilience				
Title	1. Resilience	2. Stress	3. Self harming	4. The media	5. Resilience
Objectives	What factors affect our resilience? How can we make ourselves more resilient?	Why do young people become stressed? School, family, health, exercise, diet, relations, social media	Contributing factors Impact on physical/emotional development	How is mental health portrayed in the media? What do the government need to do to tackle youth mental health?	Examples of different types of strategies young people can use to increase levels of resilience

	Half-Term 6 - Careers and work related learning				
Title	1. Writing a CV	2. Interview techniques	3. Applying for jobs	4. Local labour markets	5. Work experience
Objectives	What information is required? How do CVs need to adapt based on the job people apply for?	What do employers expect? Planning prior to interview Practice on answering questions	What makes an effective letter of application? How do letters need to tailored to details in job adverts?	How are job opportunities changing in Birmingham? What skills does a 21st century workforce need?	Planning for placements Importance of work experience How to plan / apply?

Year 11

	Term 1 - Careers and work related learning				
Title	1. Writing a CV	2. Interview techniques	3. Applying for jobs	4. Local labour markets	5. Work experience
Objectives	What information is required? How do CVs need to adapt based on the job people apply for?	What do employers expect? Planning prior to interview Practice on answering questions	What makes an effective letter of application? How do letters need to tailored to details in job adverts?	How are job opportunities changing in Birmingham? What skills does a 21st century workforce need?	Planning for placements Importance of work experience How to plan / apply?

	Term 2 - Human rights and responsibilities				
Title	1. Definitions	2. Pregnancy and miscarriage	3. Abortion	4. Forced marriage	5. Honour based violence
Objectives	Rights and responsibilities in relationships? Importance of marriage / family institution Coercive control	Reproductive system Miscarriage Teenage parenthood Parenting skills	Religious, legal and moral interpretations Physical procedure Short and long term effects on body Alternatives e.g. adoption	What are rights / responsibilities in marriage? How are 'forced marriages' an infringement on rights? Support?	Why is HBV carried out? Local examples of HBV and support What are people's rights against HBV?