



Safeguarding & Child Protection Policy for Schools, Educational Settings & Providers of Education Services for Children – **COVID 19 Update**

EBN Academy 2

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

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PART ONE: SAFEGUARDING POLICY

1. INTRODUCTION

1.1 Safeguarding is defined as –

1. Protecting children from maltreatment;
2. Preventing impairment of children's health or development;
3. Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
4. Taking action to enable all children to have the best life chances by accessing services as early as possible.

1.2 EBN Academies are committed to safeguarding and promoting the welfare of all its students. We believe that:

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

1.3 EBN Academies will fulfil their local and national responsibilities as laid out in the following documents:-

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

This policy also links to the wider safeguarding and child protection agenda and therefore supports guidance in the whistle blowing policy, anti-bullying policy, staff code of conduct & guidance on safer recruitment. In drawing up this policy we refer to the procedures of Birmingham Safeguarding Children Board, available at <http://westmidlands.procedures.org.uk/>

2. OVERALL AIMS

- 2.1 This policy will contribute to the protection and safeguarding of our students and promote their welfare by:
1. Clarifying standards of behaviour for staff and students;
 2. Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
 3. Introducing appropriate work within the curriculum;
 4. Encouraging students and parents to participate;
 5. Alerting staff to the signs and indicators that all might not be well;
 6. Developing staff awareness of the causes of abuse;
 7. Developing staff awareness of the risks and vulnerabilities their students face;
 8. Addressing concerns at the earliest possible stage; and
 9. Reducing the potential risks students' face of being exposed to violence, extremism, exploitation, discrimination or victimisation.
- 2.2 This policy will contribute to supporting our students by:
1. Identifying and protecting the vulnerable;
 2. Identifying individual needs as early as possible; and
 3. Designing plans to address those needs.
- 2.3 This policy will contribute to the protection of our pupils/students by:
1. Including appropriate work within the curriculum;
 2. Implementing child protection policies and procedures; and
 3. Working in partnership with students, parents and other agencies.
- 2.4 This policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

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

3. GUIDING PRINCIPLES

- 3.1 These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (found in Right Help Right time);
1. Have conversations and listen to children and their families as **early** as possible.
 2. Understand the child's lived experience.
 3. Work **collaboratively** to improve children's life experience.
 4. Be **open**, honest and transparent with families in our approach.
 5. **Empower** families by working with them.
 6. Work in a way that builds on the families' **strengths**.
 7. Build **resilience** in families to overcome difficulties.

1. Always see the child first.
2. Never do nothing.
3. Do **with**, not **to**, others.
4. Do the simple things better.
5. Have conversations, build relationships.
6. Outcomes not outputs.

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

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

4. KEY PROCESSES

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

5. EXPECTATIONS

5.1 All staff and visitors will:

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

5.2 All staff will receive annual safeguarding and child protection training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the Governing Board.

6. THE DESIGNATED SAFEGUARDING LEAD

6.1 Our Designated Safeguarding Lead (DSL) on the Senior Leadership team is Karen Shearer.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

The Deputy DSLs will support the DSL within the role and deputise when the DSL is not on-site.

They are:

- Mathew Baldwin
- Louis Cabena
- Jennie Holmes

Other colleagues who are employed to work offsite and have undertaken DSL training are Samantha Hawker and Scott Oulaghan

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

necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

- 6.11 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 6.12 If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.13 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 6.14 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings regarding their child protection information being passed on in order that the FE establishment can provide appropriate support.(see 6.9.1)
- 6.15 Our DSL and any deputies must undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- 6.16 In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually, to keep up with any developments relevant to their role.
- 6.17 When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 6.18 In exceptional circumstances, when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.
- 6.19 Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Trust will support the care leaver to participate in education or training. DSL should therefore have details of the Trust's Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

7. THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

- 7.1 The Board of Directors must appoint a designated teacher (In non-maintained schools and colleges an appropriately trained teacher should take the lead) and

should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

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

8. THE LOCAL GOVERNING BOARD AND DIRECTORS

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

- 8.4 The Nominated Director for safeguarding at the school is John Farrell. The Nominated Safeguarding Governor on the Local Governing Board is Russell Kennedy. The Nominated Safeguarding Governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students. The Nominated Safeguarding Governor will report to the Nominated Director on all matters relating to safeguarding.
- 8.5 The Nominated Director and Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- 8.6 The Nominated Governor will liaise with the Headteacher and the Designated Safeguarding Lead to produce a report at least annually for Directors.
- 8.7 The Nominated Governor will liaise with the Headteacher and the Designated Safeguarding Lead to produce the annual Section 175 safeguarding self-assessment and ensure this is submitted on time to the Birmingham Safeguarding Children’s Board.
- 8.8 A member of the Governing Board (usually the Chair) is nominated to be responsible for liaising with the local authority in the event of allegations of abuse being made against the Headteacher.
- 8.9 The Governing Board have a written policy and procedure for dealing with allegations of abuse against members of staff, visitors, volunteers, Governors or Directors that complies with all BSCB procedures.
- 8.10 Where there is a vacancy on the Local Governing Board for the Nominated Safeguarding Governor the Nominated Director will assume these responsibilities.

9. A SAFER SCHOOL CULTURE

9.1 Safer Recruitment and Selection

- 9.1.1 The school pays full regard to ‘Keeping Children Safe in Education Sept 18’. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.
- 9.1.2 All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.
- 9.1.3 Matthew Wallis-Baldwin, Leighton Thomas, Karen Shearer, Peter Deakin, Stephen Taylor and Laura Donohoe have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

A member of the Governing Board should have received Safer Recruitment training.

9.2 Induction

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

- The Safeguarding Policy;
- The Behaviour Policy;
- The staff Behaviour Policy (sometimes called Code of Conduct);
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any Deputies).

Copies of policies and a copy of Part one of the KCSIE-18 document should be provided to staff at induction.

9.3 Staff Support

9.3.1 We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

9.3.2 Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

10. THE USE OF REASONABLE FORCE

10.1 There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

10.2 Our school will not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and students.

10.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

10.4 They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

- 10.5 Our school will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

11. OUR ROLE IN THE PREVENTION OF ABUSE

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

11.2 The Curriculum

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

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

11.3 Other Areas of Work

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

11.3.2 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

12. WHAT WE DO WHEN WE ARE CONCERNED – EARLY HELP RESPONSE

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

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

12.3 Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school-focused action plan with the child/young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help

conversation log. This 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 child can be removed from the Children with a safeguarding vulnerability list.

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

See **Part 2** Key procedures.

13. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

13.1 General

- 13.1.1 Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 13.1.2 The EBN 2 Academy values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 13.1.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The EBN 2 Academy is clear that this exploitation and radicalisation must be viewed as a safeguarding

concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

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

13.1.5 The EBN 2 Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

13.2 Risk Reduction

13.2.1 The school Directors, Governors, the Executive 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 students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found at: https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

13.2.2 This risk assessment will be reviewed as part of the annual S175 return that is monitored by the local authority and the local safeguarding children board.

13.3 Response

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

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

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

- 13.3.4 Staff of The EBN 2 Academy will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.
- 13.3.5 The EBN 2 Academy will monitor online activity with the school to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of specialist online monitoring software, which in this school is our firewall which is Smoothwall and Impero. This is monitored by our ICT specialist who will report any inappropriate use to the DSL or/and the Executive Head Teacher.
- 13.3.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 13.3.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

13.4 **Channel**

- 13.4.1 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- 13.4.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- 13.4.3 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

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

14. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

- 14.1 Our safeguarding policy 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.
- 14.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 14.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans.
- 14.4 Our school works with and engages with families and the local communities to talk about such issues.
- 14.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 14.6 Our Designated Safeguarding Lead(s) know where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

14.7 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. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police.

- 14.8 Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the Designated Safeguarding Lead who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

15. CHILDREN WHO GO MISSING FROM EDUCATION

- 15.1 A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.
- 15.2 Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

15.3 The school must notify the local authority of any student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the local authority of any student who is to be deleted from the admission register because s/he ;

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

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

16. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

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

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

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

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

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

- 16.6 The Academy Trust ensure that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders

17. INVOLVING PARENTS / CARERS

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

18. MULTI-AGENCY WORK

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

contribute to the preparation, implementation and review of the plan as appropriate.

19. OUR ROLE IN SUPPORTING CHILDREN

- 19.1 Our school staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.
- 19.2 A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.
- 19.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 19.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.
- 19.5 At EBN academy we recognize that there are times when we will need to drive a student home. Generic permission will be sought from parents/carers at the induction meeting and it will be agreed appropriate at the time with the DSL. There must be 2 members of staff in the car – one to drive and one to supervise. This practice should only be used when absolutely necessary

20. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

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

- 20.1 This procedure must be used in any case in which it is alleged that a member of staff, Director/Governor, visiting professional or volunteer has:
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he is unsuitable to work with children.
- 20.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 20.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 20.4 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.

- 20.5 If the concern relates to the Executive Head Teacher, it must be reported immediately to the Chair of the Governing Board, who will liaise with the Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.
- 20.6 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Children's Trust LADO team who will decide on any action required.

21. CHILDREN WITH ADDITIONAL NEEDS

- 2.1 EBN 2 Academy recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 2.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Board.

22. CHILDREN IN SPECIFIC CIRCUMSTANCES

22.1 Private Fostering

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

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

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

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

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

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

23. LINKS

23.1 Links to additional information about safeguarding issues and forms of abuse. Staff who work directly with children and their leadership team should refer to this information. Guidance on children in specific circumstances found in Annex A of KCSIE-18 and additional resources are listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in prison	https://www.nicco.org.uk/	Barnardos in partnership with Her

		Majesty's Prison and Probation service (HMPPS) advice
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html	Birmingham Police and Schools panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children	West Midlands Safeguarding Children Procedures
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
On-line	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf	BCC Education Safeguarding Birmingham Police and Schools panels
Private fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures

Violence	<p>http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</p> <p>https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance</p> <p>https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</p> <p>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</p> <p>https://www.gov.uk/government/policies/violence-against-women-and-girls</p>	<p>West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools panels</p> <p>West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p>
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PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE – IDENTIFICATION

STEP ONE – ADDITIONAL INFORMATION

- RHTT (form EY1) (SST1) <http://www.lacsbirmingham.org.uk/index.php/delivering-effective-support>
- The views that may indicate vulnerability. This document is to be used alongside RHTT as an education-focused supplementary guide to identifying children/young people with unmet safeguarding needs. <https://www.birmingham.gov.uk/about/safeguarding-early-help> is a behaviour that may indicate vulnerability document
- For additional guidance: <https://www.birmingham.gov.uk/about/safeguarding>

STEP ONE – IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

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

No additional consent required

STEP THREE – SCHOOL-FOCUSED ASSESSMENT/ ACTION PLAN

Child/ young person only

Option A

Following 3 houses intervention initiate simple reasonable adjustments to address the child / young person's unmet safeguarding needs

3 Houses

No additional consent required

Option B

Develop a school focused action plan with child/ young person, parent/ carer as appropriate

3 Columns or Early Help (EH) Conversation Log

No additional consent required

STEP TWO – ADDITIONAL INFORMATION

- For children and young people with additional learning needs support should be gained from the professional trained in specialist communication within the school setting e.g. specialist Teaching Assistant / SENCO
- For information on using Signs of Safety and We being (SoSW) practice: <http://www.lacsbirmingham.org.uk/index.php/early-help/signs-of-safety-and-we-being>
- For training on the SoSW practice framework: <http://www.lacsbirmingham.gov.uk/education/early-help/early-help-panels>
- For additional guidance: <https://www.birmingham.gov.uk/about/safeguarding>

STEP THREE – MULTILAGENCY ASSESSMENT/ ACTION PLAN

School led

Option C

Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA)

Register paperwork with the Early Help Support Team (303 8117)

Early Help Assessment (EHA) & Our Family Plan (OFP)

Consent Required

Option D

Local authority led

Request Think Family or Social Care support using the Request for Support form (RS)

Seek telephone advice from CAS as appropriate (303 1888)

Request for Support form (RS)

Consent required except when safety may be at risk

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSED (Option A & B)

- Guidance on completing the EHC conversation log and information on using SoSW practice: <http://www.lacsbirmingham.org.uk/index.php/early-help/signs-of-safety-and-we-being>
- For training on the SoSW practice framework: <http://www.lacsbirmingham.gov.uk/education/early-help/early-help-panels>
- For additional guidance: <https://www.birmingham.gov.uk/about/safeguarding>

MULTILAGENCY

Option C

- Previously completed 3 houses, 3 columns, EHC conversation log or any previous communication should be added to the EHA to avoid duplicating information
- Early Help Assessment process: <http://www.lacsbirmingham.org.uk/index.php/early-help>
- For guidance on when to do an EHA: https://www.birmingham.gov.uk/download/download/771/night_service_right_time
- Early Help Levels: <http://www.lacsbirmingham.org.uk/index.php/early-help/early-help-panels>

Option D

- Previously completed Early Help paperwork can be attached to the RS form to avoid duplication of information
- CAS Education Officers: 303 0454 / 303 0459 / 303 1982
- Birmingham Children Safeguarding Board Guidance: <http://www.lacsbirmingham.org.uk/index.php/early-help/signs-of-safety-and-we-being>
- Where there are CSE or extreme concern complete additional screening tool. For information to be shared with police – use the form: <https://www.lacsbirmingham.org.uk/index.php/cas>



Three Steps to Delivering Early Help in Education – October 2017

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

PART THREE – APPENDICES

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

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

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- **Appetite disorders - anorexia nervosa, bulimia; or**
- Soiling, smearing faeces, enuresis.

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

6. RESPONSES FROM PARENTS / CARERS

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

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

7. DISABLED CHILDREN

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

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint ;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX 2

DEALING WITH A DISCLOSURE OF ABUSE

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

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

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

Immediately afterwards

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

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

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, DIRECTOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Director, visitor or volunteer the Head Teacher must be informed immediately. The Head Teacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.
3. The Executive Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher will notify the Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Directors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.

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

4. Where an allegation has been made against the Executive Head Teacher Proprietor, then the Chair of the Governing Board takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

APPENDIX 5

PREVENTING VIOLENT EXTREMISM – ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (spoc)

The SPOC EBN 2 Academy is Karen Shearer, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of EBN 2 Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

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

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

APPENDIX 6

Coronavirus (COVID-19): safeguarding during the national lockdown

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

During the period of national lockdown, schools have been directed to allow only vulnerable pupils and the children of critical workers to attend. Due to the broader definition of the vulnerable and critical worker definition and the need to limit numbers of students on site each day to maintain a COVID-secure environment the Academy has risk rated the pupils and allocated provision according to individual student risk factors. Pupils classed at the “most vulnerable” will attend site every day. All other students will be allocated a minimum of 1 day per week onsite supplemented by remote learning on the other days of the week. This arrangement will be kept under constant review based on changing circumstances of individual pupils and will be in place until February half term.

1. Definitions:

1.1 For the purpose of this policy, the following definitions will be utilised:

- **Children of critical workers:** critical workers are defined by the government as parents whose work is critical to the coronavirus (COVID-19) and EU transition response and includes those who work in health and social care and in other key sectors as outlined below:
 - Health and social care, e.g. doctors, nurses, social workers and care workers
 - Education and childcare, e.g. teachers, DSLs and support staff
 - Key public services, e.g. the justice system, frontline workers in public services and charities
 - Local and national government, e.g. administrative occupations essential to the effective delivery of the coronavirus (COVID 19) response, and the delivery of and response to EU transition, as well as essential public services
 - Food and other necessary goods, e.g. those involved in food production, processing, distribution, sales and delivery
 - Public safety and national security, e.g. police and ministry of defence workers
 - Transport, e.g. those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition
 - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services and postal workers)
- **Vulnerable children:** children who:
 - Are supported by social care.
 - Are on the edge of receiving support from social care.
 - Have safeguarding and welfare needs.
 - Have child in need plans.
 - Have child protection plans.
 - Are LAC.

- Are young carers.
- Are disabled.
- Have an EHC plan.
- Are adopted.
- Are living in temporary accommodation.
- Are at risk of becoming not in education, employment, or training (NEET).
- Are assessed as otherwise vulnerable by education providers or LAs.
- May have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study).
- Are care leavers.
- Are at the school and LA's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

2. The role of the DSL and their deputies

- 2.1. In light of the current pandemic, the school will have additional measures in place to ensure the safety and wellbeing of its pupils – this approach will be led by the DSL.
- 2.2. Wherever possible, the school will endeavour to have a trained DSL or their deputy on-site while pupils are attending school.
- 2.3. In circumstances where, due to operational challenges, it is not possible to have a trained DSL or deputy on-site, for example when working from home, a trained DSL (or deputy) from the school, or, where necessary, a partner school, will be available to be contacted via phone or online video.
- 2.4. Where a DSL or deputy are unavailable, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:
 - Updating and managing access to child protection files.
 - Liaising with the offsite DSL or deputy.
 - Liaising with children's social care services where required.

The designated safeguarding lead (DSL) for child protection is Karen Shearer

Contact details: email: kshearer@ebnfs.org tel: 07513 555524

The deputy designated lead is Matthew Baldwin

Contact details: email: mbaldwin@ebnfs2.org tel: 0121 272 7020

The deputy designated lead is Louis Cabena

Contact details: email: lcabena@ebnfs2.org tel: 07703464138

The deputy designated lead is Samantha Hawker

Contact details: email: shawkers@ebnfs2.org tel: 07724 239522

During the national lockdown, the DSL and their deputy will be responsible for:

- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils at home and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g. due to illness.
- Sharing their contact information with the school community.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.

The DSL will report back to the governing board on all relevant safeguarding concerns.

The DSL will work with the local safeguarding partners to ensure pupils remain safe during the national lockdown.

All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

3. Attendance

3.1. During the period of partial closure, we will continue to record attendance in the school register.

3.2. The school will follow up on absences of pupils who are expected to be in school but where a parent wishes for their child to be absent. The DSL or deputy DSL will discuss any concerns parents may have and work with them to achieve the best possible outcome for the pupil.

3.3. Parents will not be penalised if their child does not attend school due to following clinical or public health advice to stay at home, e.g. if they are self-isolating. These absences will be recorded as authorised absences.

3.4. For those children not attending the school premises and learning remotely at home, the school will ensure that appropriate systems for checking attendance and levels of pupil engagement each day are in place, and work with families to rapidly identify effective solutions where engagement is a concern.

3.5. The school will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

4. Staff training and safeguarding induction

- 4.1. The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- 4.2. The DSL and Head Teacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children.
- 4.3. Under no circumstances will volunteers who have not been checked be left unsupervised or allowed to work in regulated activity.
- 4.4. The DSL and Head Teacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.
- 4.5. The DSL and Head Teacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.
- 4.6. The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.
- 4.7. New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.
- 4.8. Individuals who have not undergone suitable DBS checks will not be left unattended with pupils.
- 4.9. The school will carry out a check on any existing staff who cause a concern.
- 4.10. All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.
- 4.11. The school will report individuals who they consider a safeguarding risk to the Teaching Regulation Agency (TRA) by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.
- 4.12. During the period of partial closure, the school will have a rota system which allows the head teacher to be aware of who will be in school at any one given time.
- 4.13. The school will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

5. Online safety and security

- 5.1. The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems, whether in school or at home.
- 5.2. All online programmes used will be checked by the school's DPO and DSL to ensure they are reputable and GDPR compliant.
- 5.3. The ICT technician will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.
- 5.4. Any online queries which require the ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.

- 5.5. Where the ICT technician is unavailable, the school will seek the support of other ICT staff, either internally or from another school.
- 5.6. The DSL will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.
- 5.7. Pupils will report any suspicious online activity they encounter to the DSL or Head Teacher.
- 5.8. Staff will adhere to the Staff Code of Conduct at all times when delivering education online.
- 5.9. Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.
- 5.10. The school will collaborate with parents to reinforce the importance of online safety, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- 5.11. Pupils will be provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

6. Mental health and pastoral care

- 6.1. The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.
- 6.2. The Head Teacher will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.
- 6.3. Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.
- 6.4. Face-to-face support will only be provided where two-metre social distancing can be adhered to.
- 6.5. Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.
- 6.6. Pastoral support will be offered to any family who requires it.
- 6.7. The school will utilise funding from the DfE's [Wellbeing for Education Return](#) programme.
- 6.8. For pupils who are receiving education at home, the school will follow set timetables to provide parents and pupils with a familiar structure that includes time for education, playing and relaxing.
- 6.9. The school will consider one-to-one support for those who may benefit the most from it, e.g. for pupils with SEND.

7. Remote education

- 7.1. Teachers will plan online lessons with the safety of pupils in mind.
- 7.2. Staff communicating with pupils or parents via videocall will do so from within the school, or from a quiet room with a neutral background if working from home.
- 7.3. Teachers will ensure all online planning processes for pupils who are working online will have clear reporting routes to the school and external agencies so they can raise concerns whilst online.

- 7.4. The school will collaborate with the LA where possible when planning online lessons and activities, and considering online safety.
- 7.5. The DSL will ensure every pupil has their contact information so they know how they can contact them about any safeguarding concern.
- 7.6. Pupils will be provided with online safety information by their teacher.
- 7.7. Pupils will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school.
- 7.8. Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in.
- 7.9. Parents will be provided with the contact details of the DSL so they can report any concerns.
- 7.10. When communicating online, staff will:
 - Communicate within school hours as much as possible.
 - Communicate through the school channels approved by the SLT.
 - Use school email accounts over personal accounts wherever possible.
 - Use school devices over personal devices wherever possible.
 - Not share personal information.

8. Peer-on-peer abuse

- 8.1. The DSL will implement robust reporting procedures for peer-on-peer abuse and communicate these to all staff, pupils and parents.
- 8.2. Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or children's social care services (CSCS) where required.
- 8.3. Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- 8.4. Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.
- 8.5. The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- 8.6. Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.
- 8.7. Communications will be made online or by telephone unless face-to-face contact is unavoidable.

9. Pupils moving schools

- 9.1. Where school pupils are moving to another setting, the school will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information.
- 9.2. The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan, and is informed who the child's social worker is (and, for LAC, who the responsible VSH is).