



Jamia Islamia Birmingham

Safeguarding & Child Protection Policy for Schools for Children & Young People

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

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Part 1: Safeguarding Policy

1.0 Introduction

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet their needs as soon as problems emerge.

More specifically, **safeguarding** is;

- protecting children from maltreatment whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSiE following the enactment of The Education and Training (Welfare of Children) Act 2021.

KCSiE now states that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

Please refer to KCSiE Part One

Safeguarding information for all staff

- *What school and college staff should know and do - A child centred and coordinated approach to safeguarding*

*This means that our school is committed to safeguarding and promoting the welfare of all its **students**. We believe that:*

- *Our **students** have the right to be protected from harm, abuse and neglect*
- *Our **students** have the right to experience their optimum mental and physical health*
- *Every child has the right to education and **students** need to be safe and to feel safe in school*
- ***Students** need support that matches their individual needs, including those who may have experienced abuse*
- *Our **students** have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our **students** should be encouraged to respect each other's values and support each other*
- *Our **students** have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours*

*All staff and visitors have an important role to play in safeguarding **students** and protecting them from abuse and considering when mental health may become a safeguarding issue.*

Schools will fulfil their local and national responsibilities as laid out in the following documents:

- **Working Together to Safeguard Children (DfE)**
- **Keeping Children Safe in Education**
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002 S175**
- **[Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**
- **Mental Health & Behaviour in Schools**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- **Right Help, Right Time - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)**
- **Multi-agency Statutory Guidance on Female Genital Mutilation**
- **Protecting children from radicalisation: the prevent duty 2024**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- **Birmingham RSE Primary Offer**
- **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **Voyeurism Offences Act 2019**
- **[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**
- **Human Rights Act 1998**
- **Government publication equality act 2010 advice for schools**
- **Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)**

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

Our Data Protection officer is:
Mr Ali Haider

Our lead for Mental Health is:
Mr Zahid Qayyum

Our Safeguarding governor is:
Mr Badrul Haque

Our Operation Encompass Key Adult is:
Mr Zahid Qayyum

2.0 Overall aims

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

- Adopting a Whole school and college approach to safeguarding
- Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in schools and colleges
- Clarifying standards of behaviour for staff and **students**
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging **students** and parents to participate
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities their **students** face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks **students** face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for pupils in school and in the home

This means that in our school we will:

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

*Our policy extends to any establishment our school commissions to deliver education to our **students** on our behalf including alternative provision settings.*

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

3.0 Guiding Principles

These are the eight guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership **Right Help Right Time**:

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

*This means that in our school all staff and Governors and proprietors will be aware of the guidance issued by Birmingham Safeguarding Children Partnership **Right Help Right Time**, and procedures for **Early Help**.*

All staff will be enabled to listen and understand the lived experience of pupils / students by facilitating solution focused conversations appropriate to the child/young person's preferred communication style. This includes with non-verbal children, for whom appropriate strategies should be identified.

It also means that where early help is appropriate, the Designated Safeguarding Lead/Deputy will liaise with other agencies and complete an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an Early Help Assessment (EHA), in some cases acting as the lead practitioner.

Early help cases will be kept under constant review, and if the child's situation does not improve/ is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services in order to escalate the child's case.

4.0 Expectations

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (see Appendix 1)
- Record concerns and give the record to the DSL or deputy DSL
- Deal with disclosures of abuse from children in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans

This means that in our school:

*All staff will receive annual safeguarding training and update briefings as appropriate. Recently, our staff were given training on this new Safeguarding Policy by our external commissioned expert on **23rd June 2025**.*

Key staff will undertake more specialist safeguarding training as agreed by the governing body.

In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.

*Our **Governors** will be subjected to an enhanced DBS check and 'Section 128' check.*

We will follow Safer Recruitment processes and checks for all staff including online checks.

5.0 The Designated Safeguarding Lead (DSL)

- DSL will be a member of Senior Leadership Team.
- 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.
- DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.

Governing bodies and proprietors should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. The role is described in Annex C of KCSIE. Safeguarding and child protection information will be dealt with in a confidential manner.

The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.

- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.
- If a **student** moves from school, child protection and safeguarding records will be forwarded on to the DSL at new school, with due regard to their confidential

This means the DSL team in our school will be:

*Lead: **Mr. Zahid Qayyum***

*Deputies: **Mr. Inamul Haque** and **Mr. Muhsin Haqqanee**.*

Any steps taken to support a child/young person who has a safeguarding vulnerability must be reported to the lead DSL.

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

*Because we use **CP Module in iplateform** and store our records electronically we do not hold paper files.*

We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse

<p>5.0 The Designated Safeguarding Lead (DSL)</p> <ul style="list-style-type: none"> • DSL will be a member of Senior Leadership Team. • 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. • DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns. <p>Governing bodies and proprietors should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. The role is described in Annex C of KCSIE. Safeguarding and child protection information will be dealt with in a confidential manner.</p>	<p><i>This means the DSL team in our school will be:</i> Lead: Mr. Zahid Qayyum Deputies: Mr. Inamul Haque and Mr. Muhsin Haqqanee.</p> <p><i>Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.</i></p>
<p>6.0 Contextual Safeguarding</p> <p>Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual</p> <p>nature and in line with current government guidance on the transfer of such records.</p>	<p><i>DSLs will consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system. This will be evidenced in:</i></p> <ul style="list-style-type: none"> • <i>Informal and formal assessments of need/ risk for the child</i> • <i>Case discussions in DSL supervision sessions</i> <p><i>and have that support in place for when the student arrives.</i></p>

7.0 Mental Health

KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health support

Additional information has been added to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour.

Department for Education (DfE) (2017) Preventing bullying.

Government publication preventing and tackling bullying

Department for Education (DfE) (2018) Mental health and behaviour in schools

Government publication mental health and behaviour in schools 2

Schools and colleges may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.

In our school this means that:

- *All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation*
- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:*
- **Prevention:** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;*
- **Identification:** *recognising emerging issues as early and accurately as possible;*
- **Early support:** *helping pupils to access evidence based early support and interventions; and*
- **Access to specialist support:** *working effectively with external agencies to provide swift access or referrals to specialist support and treatment*

8.0 The Designated Teacher for Looked After and Previously Looked After Children

- The governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.
- Designated teachers will have responsibility for promoting the educational achievement of children/young people who have left care through adoption.
- Birmingham Children's Trust has ongoing responsibilities to the young people who cease to be looked after. 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 Birmingham Children's Trust will support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker

Virtual school head role extension to children with a social worker - GOV.UK (www.gov.uk)

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Virtual school heads should identify and engage with key professionals such as designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist. to help them to understand the role they have in improving outcomes for children.

In our school the Designated Teacher is:

*Name: **Mr Zahid Qayyum***

Our 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.*
- *Work with the Virtual School headteacher to promote the educational achievement of previously looked after children.*
- *In non-maintained schools and colleges, an appropriately trained teacher should take the lead.*

Our school will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education

DSLs will keep the details of the Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

The Virtual School Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker

9.0 The Governing Body

Governing bodies and proprietors have strategic responsibility for the schools/colleges safeguarding arrangements and therefore 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:

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body)
- The Head Teacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a two-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
- All governors will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the schools safeguarding policy and procedures are effective and deliver a robust whole school approach to safeguarding
- The governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures
- The Nominated Governor is responsible for liaising with the Head Teacher and DSL over all matters regarding safeguarding and child protection issues. The governor role is strategic rather than operational – they will not be involved in concerns about individual students

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

In our school this means that:

All governors must read and implement part 2 of 'KCSiE'

Our nominated governor for safeguarding and child protection is:

Mr Badrul Haque who can be contacted on 07588475739 and imam@bmf1.co.uk

This governor will receive safeguarding training relevant to the governance role and this will be updated every two years.

All our Governors will receive appropriate safeguarding and child protection (including online) training at induction.

The governing body will review all policies/procedures that relate to safeguarding and child protection annually.

A member of the governing body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children's Trust – Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Head Teacher.

The Nominated Governor will liaise with the Head Teacher and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

10.0 Safer recruitment and selection

The school should follow part 3 of 'Keeping Children Safe in Education' (KCSiE) and pay full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- online searches for short listed candidates
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check with barred list check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

Evidence of these checks must be recorded on the Single Central Record.

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

This means that in our school:

The following school staff have undertaken Safer Recruitment training:

M. Rezaul Haque

He will be involved in all staff recruitment processes and sit on the recruitment panel.

10.1 Induction

All staff must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.

10.2 Staff support

- Regular safeguarding supervision will be offered to the Lead DSL within school
- Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school.
- DSLs will be supported to access training as appropriate including training in behaviour and mental health.
- All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.

Our staff induction process will cover:

- *The Safeguarding & Child Protection policy*
- *The Behaviour Policy*
- *The Staff Behaviour Policy (sometimes called a Code of Conduct)*
- *Whistleblowing Policy*
- *The safeguarding response to children who go missing from education*
- *The role of the DSL (including the identity of the DSL and any deputies)*
- *The school's approach to filtering and monitoring of internet access*

Copies of policies and a copy of part one and Annex B of KCSiE is provided to staff at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding

11.0 The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. It is not illegal to touch a child or a young person.

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 or young people.

This can range from guiding a child or a young person to safety by the arm, to more extreme circumstances, such as breaking up a fight or where a child or 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.

Government advice for 'Use of Reasonable Force in Schools' is available [here](#).

This means in our school:

By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.

*We will write individual behaviour plans and/or risk assessments for our more vulnerable **students** and agree them with parents and carers.*

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.

*When using reasonable force in response to risks presented by incidents involving **students** including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully and have appropriate safety plans and risk assessments in place that are reviewed.*

12.0 The school's role in the prevention of abuse

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

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

Safeguarding issues, including online safety, child on child- abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.

This means that in our school:

All staff will be made aware of our school's unauthorised absence and children missing from education procedures.

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

All our policies which address issues of power and potential harm will be inter-linked to ensure a whole school approach.

We recognise the particular vulnerability of children who have a social worker.

13.0 What we will do when we are concerned – Early Help response

Where unmet needs have been identified for a **young person** utilising the **Right Help Right Time** (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The child/young person's voice must remain paramount within a solution focused practice framework.

The primary assessment document is **the Early Help Assessment (EHA)**.

If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, **seeking advice from Children's Advice and Support Service (CASS) as required.**

The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school-focused support.

*This means that in our school we will: implement **Right Help Right Time***

All staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.

Safeguarding leads will assess, plan, do and review plans.

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.

The DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.

14.0 Safeguarding students who are susceptible to radicalisation

From March 2024, Prevent Duty Guidance was updated. All schools in England and Wales are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable/susceptible 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 Prevent Duty requires education settings to help prevent the risk of pupils/students becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

A link to the 2024 updated guidance can be found in Part 2, Para 27 (Links to additional information about safeguarding). Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in *Appendix 4*.

This means that in our school:

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.

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 those who are vulnerable and/or susceptible 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.

14.1 Risk reduction

The school governors, Head Teachers and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. As required, the school has completed a Prevent Risk Assessment and all staff have undertaken Prevent Training. 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 [here](#):

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

The school will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

The school has 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).

14.2 Channel

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

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

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

We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights or Environmental movements) is part of our school's safeguarding duty.

The SPOC for our school are:

*Name: **Mr. Zahid Qayyum** and **Mr. Inamul Haque***

All staff within our school will be on alert to changes in a young person's behaviour or attitude which could indicate that they are in need of help or protection.

*We will use specialist online monitoring and filtering softwares, which in this school are called **SurfProtect** and **Quantum**. These will be monitored by the DSL. All staff are responsible for ensuring that students are not accessing inappropriate online materials.*

Our school will make referrals to Channel if we are concerned that an individual might be susceptible/vulnerable to radicalisation.

Our school has a "no platform" policy and a prevent risk assessment.

*Almost all the staff members have done **HM Government Prevent Awareness Course**.*

15.0 Safeguarding pupils or students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary action.

The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

As of February 2023 it is now illegal for anyone under the age of 18 to marry or enter into a civil partnership, even where violence, threats or another form of coercion are not used.

This means that in our school we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.

The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

16.0 Children who are “absent from education”

A child who is absent from education and/or patterns of unauthorised absence, 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 risks and to help prevent the risk of them going missing in future.

Work around attendance and children missing from education will be coordinated with safeguarding interventions.

The school must notify the local authority of any pupil/student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries.

The school must notify the local authority if a pupil is absent for 15 days (whether consecutive or not) due to illness or for medical reasons.

The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments

This means that in our school we will:

Hold two or more emergency contact numbers for each pupil.

Ensure all our attendance work liaises closely with the DSL.

Adapt our attendance monitoring on an individual basis to ensure the safety of each young person at our school

Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered ‘missing’.

Work closely with the CME Team, School Admissions Service, Education Legal Intervention Team, Elective Home Education Team and Birmingham Children's Trust.

17.0 Child on child abuse

The KCSiE guidance requires that additional information about child on child abuse should be included in schools' and colleges' child protection policies, including the statement which makes clear there should be a zero-tolerance approach to abuse,”

It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

Part 5 of KCSiE includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.

This means that in our school:

All staff will receive training on child on child abuse.

We will adopt the ‘whole school approach’ to tackling sexism.

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

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

We will ensure that children/young people have access to a trusted adult with whom they can be open within a

The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

Schools should recognise the impact of sexual violence and the fact children and young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **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.
- **Assault by penetration:** A person (A) commits an offence if: he intentionally penetrates the vagina, anus or mouth 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.
- **Sexual assault:** A person (A) commits an offence of sexual assault if: 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.

safe space where they can share their concerns. We will help them to understand that the law on child on child abuse is there to protect them rather than criminalise them

We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".

We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any children or young people subject to child on child abuse.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

We will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure our DSL is familiar with the process.

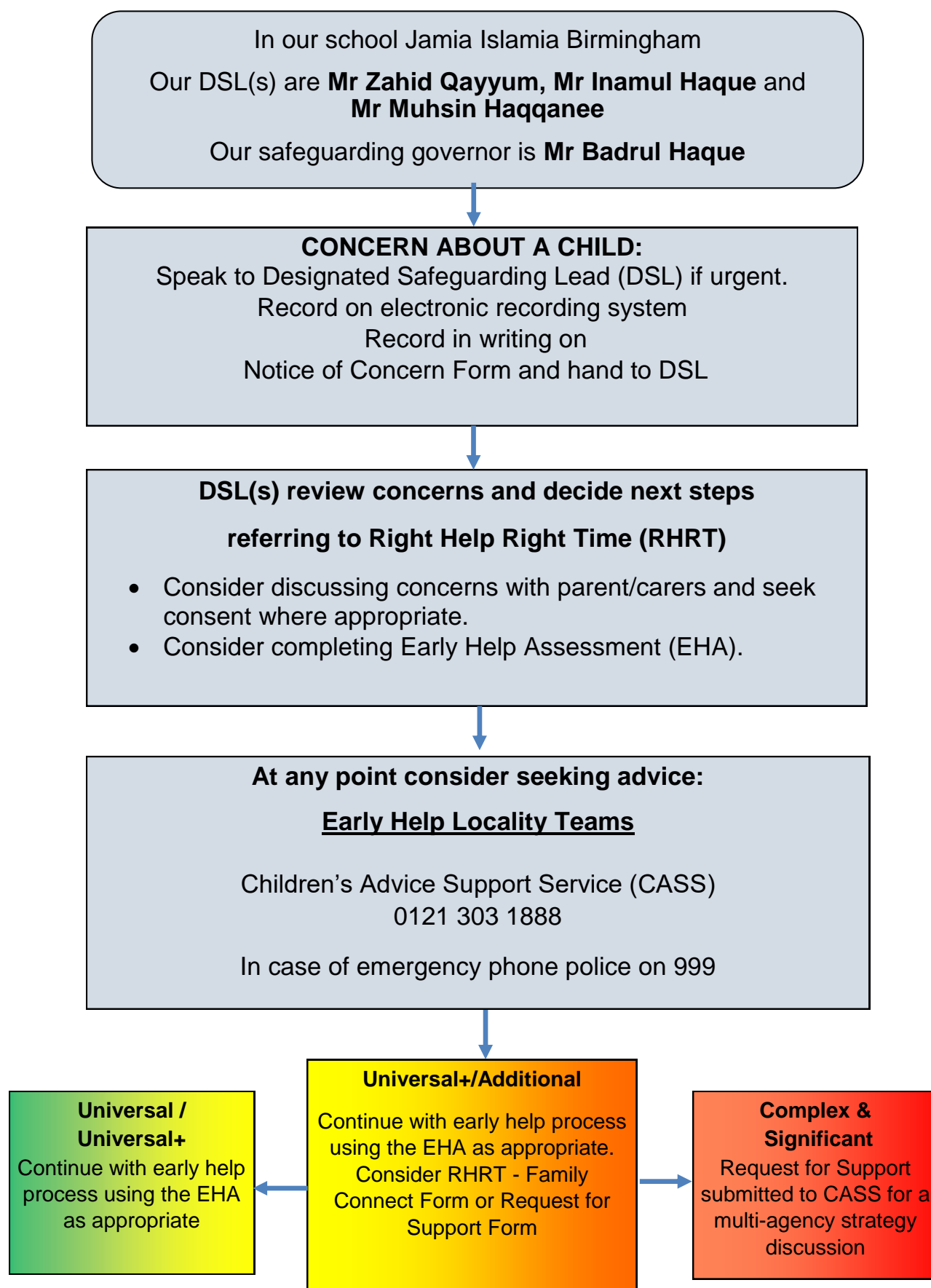
We will utilise the [Children who pose a Risk to Children School Safety Plan](#) produced by the local authority.

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance [Safeguarding-guidance/children who abuse others including child on child abuse harmful sexual behaviour](#) to enable provision of effective support to any child or young person affected by this type of abuse.

<p>18.0 Criminal exploitation</p> <p>Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.</p> <p>This means that in our school we will:</p> <p>Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals to CASS for any children in our school we are concerned about.</p>	<p><i>Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)</i> <i>Home Office County Lines Guidance</i></p> <p><i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.</i></p>
<p>19.0 Domestic Abuse</p> <p>KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.</p>	<p><i>This means that in our school we will:</i></p> <p><i>Sign up to Operation Encompass to receive notices of domestic abuse and swiftly act to support the child.</i></p> <p><i>Utilise the Birmingham Approach to Relationships and Health Education in Primary Schools</i></p>

Part Two: Key Procedures

Responding to concerns about a child



20.0 Involving parents/carers

- 20.1 In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

- 20.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through the **website**.
- 20.3 Child protection information will be stored separately from the pupil's school file. It will be stored and handled in line with the Data Protection Policy.

21.0 Multi-agency work

- 21.1 We work in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our students and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888 or Early Help Locality Teams to complete a **Family Connect Form** Where the students already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.
- 21.2 When invited, the DSL will participate in a MASH strategy meeting, usually by Microsoft Teams, adding school-held data and intelligence to the discussion so that the best interests of the child or young person are met.
- 21.3 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.
- 21.4 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 Birmingham Children's Trust at least 24 hours prior to the meeting and will plan for DSL cover during school holiday periods.
- 21.5 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.

22.0 Our role in supporting children

- 22.1 Our school staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation. Our school's contribution to the Local Domestic Abuse Prevention Strategy 2024+ will be through the adoption and implementation of Operation Encompass.
- 22.2 An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

22.3 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.

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

23.0 Responding to an allegations or concerns raised about a member of staff, including supply teachers, other staff, volunteers and contractors

See Birmingham Safeguarding Children Partnership procedures on **allegations against staff and volunteers**. Also see Appendix 3 for more details that also include low level concerns.

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

- Behaved in a way that has harmed a child or young person or may have harmed a child or young person;
- Possibly committed a criminal offence against or related to a **young person**; or
- Behaved in a way that indicates he may not be suitable to work with children or young people.
- Behaved towards a child or children in a way that indicated he may pose a risk of harm to children.
- Behaved, **in a way that indicates they may not be suitable to work with children.**

23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse students. In our school we also recognise that concerns may be apparent before an allegation is made.

23.3 The school's low-level concerns policy provides a clear procedure for sharing confidentially such concerns.

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

23.4.1 Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) 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. (Where a Head Teacher is also the sole proprietor of an independent school it is mandatory to report to the LADO).

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

23.4.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

24.0 Children with additional needs

24.1 Our school recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

- 24.2 A child with SEND may not have the comprehension to understand what is happening to him or that it is wrong. Similarly, a child with SEND may not have sufficient capacity to communicate a concern to an adult.
- 24.3 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

25.0 Children in specific circumstances

25.1 Private Fostering

25.1 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 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.

25.2 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.

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

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

25.4 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 child/young person is being properly cared for and that the arrangement is satisfactory.

25.5 The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. Procedures set out in the statutory guidance must be followed to ensure hosting arrangements are as safe as possible.

25.6 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad, there will be an agreement and shared understanding of the safeguarding arrangements. The Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard pupils and include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable.

26.0 Children and the Court System

26.1 What is the purpose of the children's court:

The role of the Children's Court is to ensure that the best interests of children are paramount to any proceedings. The court only deals with children and young people. If an adult - a parent, for example - is charged with a crime against a child, they go to a different court.

26.2 Children with Family Members in Prison

Around 200,000 children in England and Wales are affected by the imprisonment of a parent or family member each year. Grandparents and other members of the extended family often step in to look after the children when a parent, especially where a mother, is in prison. The sudden and unexpected imprisonment of a parent often causes great difficulties for the whole family. Children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

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

- 27.1 Staff who work directly with children/young people, and their leadership team should refer to this information
- 27.2 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below:

Issue	Guidance	Source
Abuse	<u>Safeguarding guidance - abuse linked to faith or belief</u> <u>Safeguarding Guidance Domestic Violence and Abuse</u> <u>Safeguarding guidance - neglect</u> <u>Children who abuse others West Midlands Safeguarding Children Link 74Group</u>	West Midlands Safeguarding Children Procedures
Child on child abuse	<u>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</u>	West Midlands Safeguarding Children Procedures
Children and the Courts	<u>Young witness booklet age 5-11</u> <u>Young witness booklet age 12-17</u>	Ministry of Justice (MoJ) advice
Missing from Education, Home or Care	<u>Children missing from care home and education</u> <u>Regional safeguarding guidance children missing education</u> <u>Working together to improve school attendance (publishing.service.gov.uk)</u>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<u>Family members in prison</u>	Barnardo's in partnership with Her Majesty's

		Prison and Probation Service (HMPPS)
Drugs	<p><u>PSYCHOACTIVE SUBSTANCES policeandschools.org.uk</u></p> <p><u>ALCOHOL policeandschools.org.uk</u></p> <p><u>West Midlands Procedures Children with Substance Misusing Parents</u></p>	Birmingham Police and Schools Panels
Domestic Abuse	<p><u>West Midlands Procedures Domestic Violence and Abuse</u></p> <p><u>Operation Encompass</u></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>Operation Encompass</p>
Child Exploitation	<p><u>West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</u></p> <p><u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u></p> <p><u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance 2018</u></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>WMP, BCSP, BCT</p>
Homelessness	<u>Government Homelessness publication</u>	HCLG
Health & Wellbeing	<u>Self-harm and suicide procedures</u>	West Midlands Safeguarding Children Procedures
Online	<p><u>Searching, screening and confiscation (policeandschools.org.uk)</u></p> <p><u>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</u></p> <p><u>Teaching online safety in school</u></p>	<p>Birmingham Police and Schools Panels</p> <p>West Midlands Safeguarding Children Procedures</p> <p>DfE</p>
Private Fostering	<u>Information about private fostering and how to report</u>	BCC
Radicalisation	<p><u>Safeguarding children and young people against radicalisation and violence</u></p> <p><u>Prevent Duty and Guidance for Schools and Education Settings</u></p>	West Midlands Safeguarding Children Procedures
Violence	<p><u>Safeguarding guidance on sexually active children and young people</u></p> <p><u>HSB School guidance</u></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>BCC</p>

Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews

We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.

We will collaborate with Birmingham Safeguarding Children Partnership to share information.

This means that in our school:

Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.

Where a case is relevant to our school, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.

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, for example 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 caregivers); 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
- 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
- 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 rape and/or penetration 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it. 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 openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. CHILD SEXUAL EXPLOITATION (CSE), CHILD CRIMINAL EXPLOITATION (CCE) and COUNTY LINES

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of child abuse. They occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity:

- in exchange for something the victim needs or wants
- for the financial advantage or increased status of the perpetrator or facilitator, and/or
- through violence or the threat of violence

CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Male and female children are likely to have different experiences of CSE and CCE. These forms of harm often overlap with each other and other forms of abuse; perpetrators may subject children and young people to multiple forms of abuse.

Some of the indicators common to both CSE and CCE are where children:

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse drugs and alcohol.
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

Child Sexual Exploitation (CSE)

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. The victim may have been sexually exploited even if the sexual activity appears consensual.

It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Like all forms of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited; they believe they are in a genuine romantic relationship.
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity (such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet).
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (through others copying videos or images of them on social media)
- Can be perpetrated by adult individuals or groups, males or females. Children may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- Is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: definition and guide for practitioners](#)

In this guidance, the government set out its ambitions to support vulnerable children to lead safe and positive lives, and to protect them from child sexual exploitation. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

We recognise that CSE is a form of child abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation may also be linked to child trafficking, in which case the National Referral Mechanism can offer additional specific guidance and support.

The Academy addresses the risks of sexual exploitation in the PSHE, RE and RSE curriculum and through events and visiting speakers. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Child Criminal Exploitation (CCE)

Both boys and girls can be victims of CCE, although their experiences may be different and the indicators may not be the same. Boys and girls being criminally exploited may also be at higher risk of sexual exploitation.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines; see section below), forced to shoplift or pickpocket, or to threaten other young people.

Children can become trapped by this type of exploitation; perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised, particularly older children. They may then not be treated as victims despite the harm they have experienced.

County Lines as defined in KCSIE.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other form of "deal lines."

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines is missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism, a framework for identifying victims of human trafficking or modern slavery should be considered. If a child is suspected to be at risk of, or involved in, county

lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The indicators noted above, in relation to CSE and CCE, may also be indicators of children being involved in county lines. Additional specific indicators that children may be involved in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society, [County Lines Toolkit For Professionals](#).

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person 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/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person 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/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. 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 or Carers

Research and experience indicate 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. Children with Special Educational Needs or Disabilities

It is recognised that children and young adults with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs.

Why are disabled children at greater risk of abuse?

There are several factors that contribute to disabled children and young people being at a greater risk of abuse.

Empowering our Learners

Social attitudes and assumptions about disability can have an impact on children's self-confidence.

Getting to know a child or young person with SEND and finding the best way to communicate with them is a positive way of building a child's self-esteem. This can show the child that there is someone they can trust and communicate with and help them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

Help empower Learners with SEND by:

- providing them with communication support and opportunities to express themselves
- helping them to build a supportive relationship with a trusted person
- consulting them on their views and wishes about their life and care in order to meet their needs
- providing accessible education on topics such as keeping safe, sex and relationships and online
- safety (NSPCC programmes "stay safe, speak out" and the O2 online safety programme)
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music
- giving them access to advocacy services (Malachi, Advocacy Matters)

Communication barriers

Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.

Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.

It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs.

Without this knowledge children may not recognise that they are being abused or won't know how to describe what's happening to them.

Some learners can even have no capacity to communicate at the level required to express themselves around any safeguarding issues or concerns. Staff will need to be very vigilant and observe any

changes that could be a sign of abuse or neglect.

Changes could be:

- The way the learner feels (sad, redrawn, agitated, scared, etc)
- The way they present (injuries, clothes, hygiene, etc)
- Their behaviour (not as usual, aggressive, new inappropriate touch, etc)
- Eating habits (Not eating anymore or very hungry)
- Third party account (parents, siblings, other professionals, etc)
- Parental engagement (attendance to meetings, consultations with specialist and medical, lack of communication)

Misunderstanding the signs of abuse

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.

Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Lack of understanding on staying safe

Personal safety programmes and relationships and sex education (RSE) are not always made accessible to children with SEND. This can be for a number of reasons:

- parents and professionals may think young people with learning disabilities shouldn't have relationships or sex
- sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities.

Increased isolation

Disabled children may have less contact with other people than non-disabled children because they have:

- fewer out of school opportunities than their peers
- fewer opportunities for spontaneous fun with friends
- difficulty finding out about accessible events/places

Dependency on others

- Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.
- If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.
- Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.

Inadequate support

- It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.
- Disabled children are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers
- Some adults may not focus on a disabled child's views.
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with 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.

[Calthorpe Safeguarding Policy](#)

Homelessness

The definition of homelessness means not having a home. People are classed as homeless if they have nowhere to stay and are living on the streets, but can be homeless even if they have a roof over their head.

People are classed as homeless if they are:

- staying with friends or family
- staying in a hostel, night shelter or B&B
- squatting (because they have no legal right to stay)
- at risk of [violence or abuse in their home](#)
- living in poor conditions that affect their health
- living apart from their family because you don't have a place to live together

There are many reasons that homelessness may occur.

- People become homeless for lots of different reasons. There are social causes of homelessness, such as a lack of affordable housing, poverty and unemployment; and life events which push people into homelessness.
- Being homeless or being at risk of becoming homeless is a significant risk to a child's welfare. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

- The Homelessness Reduction Act 2017 places a legal duty on councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help.

Young Carers

A young carer is someone who helps care for someone within their family. The support they give is usually regular or ongoing for another family member, usually a parent or sibling. A young carer may provide care or support for another person due to them having an illness, a physical disability, a barrier that prevents them from having independence, a mental health condition, or a drug or alcohol problem. Young carers often have to assume a level of responsibility that would normally only be asked of an adult.

Some people start giving care at a very young age and don't really realise they are carers. Other young people can become carers following an accident or diagnosis of illness. The BBC estimates that there are about 700,000 young carers in the UK.

Young carers may undertake some or all of the following for another person:

- Practical tasks such as cooking, housework or shopping
- Physical care such as lifting or helping up the stairs
- Personal care such as dressing, washing or attending to toileting needs
- Emotional support such as listening, calming or being there
- Household management such as paying bills or managing finances
- Looking after siblings for example, putting them to bed, walking them to school or general parenting
- Interpretation such as translating for someone with English as an additional language or communicating for someone with a hearing or speech impairment

Many young carers can suffer from:

- Anxiety and exhaustion because of the pressure of taking on adult responsibilities
- Worry that they may let family members down if they can't keep up or feel the need to ask for help
- Social issues – their time at school and social time with their friends can be affected

Staff should be particularly alert to the potential need for early help for a child who is a young carer¹. This is part of the broader responsibility to identify children who may benefit from early help and provide support as soon as a problem emerges.

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 them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure 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.
- Say you'll take them seriously - They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- Tell the child that it is not 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 he has a right to be safe and protected.
- Do not tell the child that what they have 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 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.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the **Head Teacher**, 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 **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, governor or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:

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

2. If a child makes an allegation about a member of staff, **Governor**, visitor or volunteer, the **Head Teacher** 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 discuss the situation with the DSL (unless the DSL is the subject of the allegation) and should not carry out the investigation himself or interview pupils. However, he should ensure that all investigations including for supply staff are completed appropriately.
3. The **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 Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - 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's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the **Head Teacher**, then the **Chair of the Governing Body** takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the West Midlands Child protection procedures.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

Low-Level Concerns

A **low-level concern** is any concern – no matter how small, and even if no more than a sense of unease or a “nagging doubt” – that an adult working in or on behalf of the school **may have acted in a way that:**

- Is inconsistent with the school's staff code of conduct, including inappropriate conduct outside of work;
- Does not meet the threshold for a referral to the Local Authority Designated Officer (LADO);
- Could be viewed as falling short of professional expectations.

Examples of low-level concerns may include:

- Being overly familiar with children;
- Using inappropriate language or jokes;
- Having 'favourites';
- Using personal communication channels with pupils;
- Breaching professional boundaries (e.g. giving gifts, socialising outside school).

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

Culture and Expectations

We expect all staff to:

- Maintain professional boundaries at all times;
- Report any low-level concerns they may have about a colleague;
- Understand that reporting low-level concerns helps protect staff as well as pupils;
- Support a culture of continual safeguarding and accountability.

Reporting a Low-Level Concern

Staff must report low-level concerns **as soon as possible** to the **DSL, Headteacher** or, where the concern involves the Headteacher, to the **Chair of Governors** or **Trust Safeguarding Lead**.

Concerns should be reported in writing where possible and include:

- The name of the staff member involved;
- The nature of the concern;
- The context and details;
- Date and time.

Staff may report anonymously but are encouraged to give their name to support transparency.

Responding to Low-Level Concerns

All low-level concerns will be:

- Logged in a secure **Low-Level Concerns Record**;
- Assessed objectively and proportionately by the Headteacher (or designated person);
- Addressed through informal advice, training, or further monitoring where appropriate;
- Escalated to the LADO if a pattern or more serious concern emerges.

The Headteacher may consult with the Designated Safeguarding Lead (DSL), HR, or external safeguarding partners if unsure how to proceed.

Recording and Retention

The school will:

- Maintain a central Low-Level Concerns Log, separate from personnel files;
- Record the concern, the action taken, and rationale for the decision;
- Keep records confidential and securely stored;
- Review concerns periodically to identify patterns or trends.

Low-level concerns **do not automatically form part of an employment record**, unless they are considered relevant to later investigations or part of a broader pattern of behavior.

Appendix 4

Indicators of vulnerability/susceptibility to radicalisation

1. Radicalisation is defined in KCSiE 2024 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
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 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. Terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 can 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 children/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 for **Jamia Islamia Birmingham** are ***Mr. Zahid Qayyum*** and ***Mr. Inamul Haque***, who are 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 the school 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 in relation to referrals of vulnerable students/pupils into the Channel² process;

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;

- 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.

Appendix 6

Child on Child Abuse, Bullying and Sharing Nudes and Semi-Nudes

Introduction

This appendix is to be read in conjunction with the anti-bullying policy.

Keeping Children Safe in Education states that ' Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with '.

While it is recommended that Peer on Peer abuse is associated with the School's Safeguarding Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse this separate policy guidance template has been completed to annex to your School Safeguarding Protection Policy.

At Jamia, we are committed to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

There is a large difference in power (for example age, size, ability, development) between the young people concerned; or

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

The perpetrator has repeatedly tried to harm one or more other children; or
There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

Providing a developmentally appropriate Citizenship/PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe,

Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school

Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued,

Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk and

Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil,

Is of a serious nature, possibly including a criminal offence,

Raises risk factors for other pupils in the school,

Indicates that other pupils may have been affected by this student and

Indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a pupil could include:

Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms

another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sharing Nudes and Semi Nudes

The school is aware that the guidance on this concern was updated in 2024. “Sharing Nudes and Semi-Nudes” is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. Sexting is tackled and prevented in Jamia by a robust procedure of teaching and setting clear standards in ICT lessons as well as in the explanation of the ICT Acceptable User Policy. Incidents where sexting is found to have taken place will be forwarded to the DSL and the appropriate members of management to take further action and if need be, contact LADO and external agencies.

Emotional Abuse

Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

Sexual Abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Teenage Relationship Abuse

It is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact LADO to discuss the case and will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records. If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a

safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Appendix 7

[Emergency planning and response for education, childcare, and children's social care settings \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Security-related incidents in schools and colleges

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

[Keeping Children Safe in Education](#)

Working together to safeguard children - GOV.UK (www.gov.uk)

[Working Together to Safeguard Children](#)

Early years foundation stage (EYFS) statutory framework

[Early Years Foundation Stage Framework](#)

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education**, and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Remote Education: keeping children safe online - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will ask to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

Appendix 8

Contacting the Education Safeguarding Team

For queries, concerns or questions around:

- Outcomes of referrals or Requests for Support progressing through CASS, MASH and EMPOWER U, for open cases to BCT, for anything relating to multi-agency partnerships, or resolution and escalation of a child's case, please email CASSEducation@birmingham.gov.uk
- Advice and support around implementing policy, procedure, training, Section 175, Ofsted complaints or concerns, in school support and anything else required to ensure implementation of statutory safeguarding requirements, please email EducationSafeguarding@birmingham.gov.uk
- Operation Encompass, implementation in schools, advice and guidance on process and for feedback, please email OperationEncompass@birmingham.gov.uk

End of Safeguarding Policy.