

**Safeguarding & Child Protection Policy
for Schools & Educational Settings
& Providers of Education Services for Children & Young People**

September 2024



Version: September 2024

Ratified by the Governing Body:

Signed by the Governing Body:

To be reviewed (annually): September 2025

Date of Codicil Update:

SAFEGUARDING POLICY

The Safeguarding Policy has been approved by the Chair of Governors and will be signed in due course

Mission Statement

Priory School is a thriving co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none. In partnership with parents and guardians, we provide a nurturing family-based ethos alongside high standards of teaching and learning enabling all students to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues in response to the needs of our time.

The governors and staff of Priory School are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The staff, governors and students are committed to the safeguarding and welfare of students and staff.

To meet the needs of our school community all our policies, including this one, can be made available in different formats such as different font sizes or styles, colour or alternative languages.

The governing body understands that it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary. This review will take place annually. A review of the school's child protection policies must take place at least annually, including an update and review of the effectiveness of procedures and their implementation. This includes ensuring that the school contributes to inter-agency working in line with WT through effective communication and good co-operation with local agencies.

Response to the Mission Statement

We view all Priory children as children of God and we encourage them to always give their best and treat others as they would like to be treated. We promise an ethos of showing our faith throughout our daily life. Our children deserve to learn and grow in a safe and happy environment which is free from harm and through our safeguarding policy and procedures, we aim to ensure we maintain the highest standards of care for each and every child.

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

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PART ONE: SAFEGUARDING POLICY

INTRODUCTION

Safeguarding and promoting the welfare of children is defined as –

Protecting children from maltreatment;

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; and

Taking action to enable all children to have the best outcomes.

Children include everyone under the age of 18

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

Our children/young people have the right to be protected from harm, abuse and neglect

That every child has the right to an education and children/young people need to be safe and to feel safe in school

Children/young people need support that matches their individual needs, including those who may have experienced abuse

Our children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs

Our children/young people should be encouraged to respect each other's values and support each other

Our children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs

Our school will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours

All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.

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

The most recent version of [Working Together to Safeguard Children](#) (DfE Dec 2023)

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

Our Data Protection officer is:
Nedal Al-Chamaa

Our Rights Respecting link is:

The most recent version of *Keeping Children Safe in Education*: Statutory guidance for schools and colleges (DfE Sept 2022)
West Midlands Safeguarding Children Procedures

The Education Act 2002 s175

Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016

General Data Protection Legislation (2018)
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Mental Health & Behaviour in Schools.
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)
<https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018>

Declan Griffin

Our Schools Pledge Coordinator is:
Alex Flood

Our lead for Mental Health is:
Sharon Bishay

OVERALL AIMS

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

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; and

Reducing the potential risks students face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

This means that in our school we will:

Identify and protect our vulnerable students

Identify individual needs as early as possible; and

Design plans to address those needs

Work in partnership with students/ 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.

GUIDING PRINCIPLES

These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (found in Right Help Right time);

Have conversations and listen to children and their families as **early** as possible.

Understand the child's lived experience.

Work **collaboratively** to improve children's life experience.

Be **open**, honest and transparent with families in our approach.

Empower families by working with them.

Work in a way that builds on the families' **strengths**.

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

Build **resilience** in families to overcome difficulties.

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 for current definitions and indicators)

Record concerns and give the record to the DSL, or deputy DSL, and

Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.

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 our staff will receive annual safeguarding training and update briefings as appropriate. This includes training on Child-on-Child abuse and Prevent.

Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

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.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL will be a member of the Senior Leadership Team. The DSL's responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of policies and procedures in practice. The senior role can be exercised in conjunction with other designated safeguarding staff within the school, but it must be clear who is the main DSL. Safeguarding procedures should also identify an alternative person to whom reports should be made in the absence of the designated person in order that there is the required cover for the role at all times. Schools that have separate sites or separate management lines, may wish to consider having a designated person for each section.

The DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.

This means the DSL team in our school will be:

Senior DSL

Mr Alex Flood (Assistant Head of Senior School) 07842034836

Prep DSL

Mr Declan Griffin (Deputy Head of Prep School): 07870908750

Early Years DSL

Serah Mockbill (Early Years Manager 07975593678/ ext 209

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

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

DSL/Headmaster Mr J Cramb
(Headmaster of Senior and Prep):
07770961615/ext 202

DSL/School Nurse Mrs S
Bishay (School Nurse): 07950
949952 ext218

Prep Deputy DSL Ms Perdeep
Uppal (Assistant Head of the Prep
School): 07975605527

Poppets Deputy DSL Megan
Gilbert-Silver - 07975593678

	<p>Assistant DSLs:</p> <p>Ms J Williams, Ms L Buzzing, Ms F Guiver</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>Safeguarding and Child Protection information will be dealt with in a confidential manner. 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 our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools.</p>	<p><i>Because we use CPOMS and store our records electronically we do not hold paper files.</i></p> <p><i>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</i></p> <p><i>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 and have that support in place for when the child/young person arrives.</i></p>
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<p>THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN</p> <p>The Governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the</p>	<p><i>In our school the Designated Teacher is:</i> <i>Prep: Declan Griffin</i> <i>Senior: Alex Flood</i></p> <p><i>Our Designated Teacher will:</i> <i>Work with the Virtual school to provide the most appropriate support utilising the student premium plus to ensure they meet the needs identified in the child's personal education plan.</i></p>
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educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Birmingham Children's Trust will support the care leaver to participate in education or training.

Work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Our DSL's will keep the details of 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 GOVERNING BODY

Governing Bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner *All governors will receive safeguarding training at the point of their induction.*

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

The Headmaster and all other staff who work with children/young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained

Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities

The school remedies any deficiencies or weaknesses brought to its attention without delay; and

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

The Nominated Governor is responsible for liaising with the Headmaster and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

In our school this means that:

All governors must have read part 2 of "KCSIE-23"

Our nominated Governor for Safeguarding and Child Protection is:

Anne Cleary

This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years

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

A member of our Governing Body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Headmaster. It is important to note the Headmaster will not be informed of the allegation before it is reported.

The Nominated Governor will liaise with the Headmaster 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.
<p>SAFER RECRUITMENT & SELECTION</p> <p>The school should pay full regard to ‘Safer Recruitment’ practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.</p> <p>It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.</p> <p>All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of students.</p>	<p><i>This means that in our school:</i></p> <p><i>The following school staff have undertaken Safer Recruitment training:</i></p> <p><i>1 Jonathan Cramb</i> <i>2 Fiona Guiver</i></p> <p><i>One of these will be involved in all staff recruitment processes and sit on the recruitment panel with the exception of the recruitment of a headteacher. This is the sole responsibility of the Board of Governors and includes, advertising the vacancy, requesting references, shortlisting and interviewing. At least three governors must be involved in this process.</i></p> <p><i>The school will not accept a CV without a full application form.</i></p> <p><i>Where appropriate the school will consider conducting an online search during the recruitment process.</i></p>
<p>Induction</p> <p>All staff must be aware of systems within their setting which support safeguarding, including online training, and these should be explained to them as part of staff induction.</p> <p>There are clear protocols for any visiting speakers to the school where a Visiting Professionals Form will be completed with a copy of Photo ID and/or a DBS. Visitors will be provided with Orange Lanyards so they can be clearly identified. No guest speakers are left unattended.</p> <p>Staff Support</p> <p>Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be</p>	<p><i>Our staff induction process will cover:</i></p> <p><i>The Safeguarding & Child Protection policy;</i> <i>The Behaviour Policy;</i> <i>The Staff Code of Conduct);</i> <i>The safeguarding response to children who go missing from education; and</i> <i>The role of the DSL (including the identity of the DSL and any deputies).</i> <i>Copies of policies and a copy of Part one of the KSCIE-22 and Annex A is provided to staff to be read as part of their induction</i></p>

extended to other members of staff as deemed appropriate by the school.

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

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. 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/young people. This can range from guiding a child/young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child/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 students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. Departmental advice for schools is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This means in our school:

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

We will write individual behaviour plans for our more vulnerable children/ young people, 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 students and students.

When using reasonable force in response to risks presented by incidents involving children/young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

THE SCHOOL 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, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Safeguarding issues will be addressed through all areas of the curriculum. Children are taught about safeguarding, including online, through the curriculum and PSHEE. Staff and Students are made aware that abuse can take place wholly online but also online platforms may be used to facilitate or encourage offline abuse.

This means that in our school:

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

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

Staff will also use the information provided in Annex C

Children are taught to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children are taught to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (<https://www.saferinternet.org.uk/about>)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

We will ensure we have appropriate filtering and monitoring on school devices and school networks

Key word searches will be regularly monitored and adapted as necessary

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

Where unmet needs have been identified for a child/ young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will make simple and reasonable adjustments within the educational setting. This may be all that is needed to address the unmet needs.

The school will utilise the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help Conversation Log.

School-focused plan (2nd page of the EH Conversation Log) will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed.

Where a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the school will set up an Early Help assessment and an Our Family Plan. They will register these documents with the Early Help Support Team.

Should it be felt that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.

This means that in our school we will:

Add the child/young person to our records of children with safeguarding vulnerabilities.

Support our school staff to deliver an appropriate Early Help response. This will be documented in an appropriate format such as the '3 columns/Houses' and added to the child/young person's file.

We will develop a school-focused action plan with the child/young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the Early Help Conversation Log.

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

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

that the majority are passed through the DSL team

SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

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

This means that in our school:

Values 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 the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk Reduction

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

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

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

We are clear that this 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 movements) is part of our school’s safeguarding duty.

*The SPOC for our school is:
Mr Declan Griffin*

All staff within our school will be alert to changes in a child/young person’s behaviour or attitude which could

<p>will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5</p> <p>The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. The DSL ultimately has responsibility for online safety.</p> <p>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).</p> <p>Channel</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on <u>The Prevent Duty</u>.</p>	<p><i>indicate that they are in need of help or protection.</i></p> <p><i>We will use specialist online monitoring software, which in this school is called Sophos</i></p> <p><i>Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.</i></p>

<p>STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING</p> <p>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 under 18, that teacher has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary sanctions.</p>	<p><i>This means that in our school we ensure:</i></p> <p><i>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.</i></p> <p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</i> <i>Forced Marriage</i></p>
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<p>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.</p>	<p><i>FGM Trafficking Criminal Exploitation & Gang Affiliation</i></p> <p><i>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.</i></p>
<p>CHILDREN MISSING FROM EDUCATION</p> <p>A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and Missing from Education will be coordinated with safeguarding interventions.</p> <p>The school must notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more.</p> <p>The school (regardless of designation) must also notify the Local Authority of any student who is to be deleted from the admission register because s/he:</p> <ul style="list-style-type: none"> Has been taken out of school by their parents and is being educated outside the school system (e.g. home education) Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change) Displaced as a result of a crisis e.g. domestic violence or homelessness 	<p><i>This means that in our school we will:</i></p> <p><i>Hold two or more emergency contact numbers for each student.</i></p> <p><i>All our attendance work will liaise closely with the DSL.</i></p> <p><i>We will adapt our attendance monitoring on an individual basis to ensure the safety of each child/young person at our school</i></p> <p><i>Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.</i></p> <p><i>We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team</i></p> <p><i>We will ensure there are appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods</i></p>
<p>Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school</p>	

age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age

Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period

Has been permanently excluded

CHILD ON CHILD ABUSE

It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence and harassment. 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.

It is also important to note the particular vulnerability of students with SEN/D to Child on Child Abuse.

Schools should recognise the impact of sexual violence and the fact children/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: s/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: s/he intentionally touches another person (B), the touching is

This means that in our school:

Staff understand the importance of challenging inappropriate behaviours. We will not tolerate instances of Child on Child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".

Staff are aware that Child on Child abuse can happen inside and outside of school and online

Staff are trained to recognise the indicators and signs of Child on Child abuse and how to identify it

We will follow both national and local guidance and policies to support any children/young people subject to Child on Child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

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

We will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority

https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children

Our DSL will follow local guidance to enable provision of effective support to any child/young person affected by this type of abuse.

sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

<https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance>

Staff are made aware of the different forms peer-on-peer abuse can take: sexual violence, sexual harassment, upskirting, physical abuse, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals, prejudice-based and discriminatory bullying, abuse in intimate relationships between peers, including online elements

The threshold for dealing with an issue of student behaviour or bullying under the safeguarding policy is, subject to local specifics as in any other case: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'

The response will include that any such abuse will be referred to local agencies.

It would be an expectation that in the event of disclosures about student-on-student abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

All staff are made aware that there is a greater risk for LGBTQ+ students and this forms part of the PSHEE curriculum to ensure inclusion.

Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): Sexting in schools and colleges.

Criminal Exploitation and & Gang Affiliation

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedure.

Work to address criminal exploitation is covered by relevant legislation including:

Crime & Disorder Act – 1998

Children Act – 2004

Serious Crime Act – 2015

Modern Slavery Act – 2015

Criminal Finances Act – 2017

Children & Social Work Act - 2017

And the new Working Together (2018) requires agencies support vulnerable people within the context of the wider safeguarding agenda.

This means that in our school we will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.

https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018

We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.

DSLs are aware of the role of the appropriate adults and will ensure these guidelines are followed in any interactions with the police or in other appropriate situations.

Mental Health

All staff should also 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

This means that in our school we ensure the relevant members of staff are aware of the process to refer a student for further mental health support.

Staff are provided with the opportunity to further develop their understanding of the mental health of young people through training and CPD

We have a dedicated member of staff to refer students of concern to (appropriately trained).

Staff are aware of the process to refer a concern (CPOMS)

We will make use of the Rise Above materials as additional support

<p>If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.</p>	
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THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE – IDENTIFICATION

STEP ONE – ADDITIONAL INFORMATION

-RHRT (formerly RSRT):
<http://www.lacbbirmingham.org.uk/index.php/delivering-effective-support>

-Behaviours that may indicate vulnerability
 This document is to be used alongside RHRT as a education-focused supplementary guide to identifying children/young people with unmet safeguarding needs.
[https://www.birmingham.gov.uk/schools/eguarding-EarlyHelpTab-Behaviours that may indicate vulnerability document](https://www.birmingham.gov.uk/schools/eguarding-EarlyHelpTab-Behaviours%20that%20may%20indicate%20vulnerability%20document)

-For additional guidance:
<https://www.birmingham.gov.uk/schools/eguarding>

STEP ONE – IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

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

No additional consent required

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

STEP TWO – ADDITIONAL INFORMATION

-For children and young people with additional learning needs, support should be gained from the professional trained in specialist communication within the school setting e.g. specialist Teaching Assistant / SENCO

-For information on using Signs of Safety and Wellbeing (SoSW) practice:
<http://www.lacbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>

-For Training on the SoSW practice Framework:
<http://www.birmingham.gov.uk/schools/eguarding>

-For additional guidance:
<https://www.birmingham.gov.uk/schools/eguarding>

STEP THREE – MULTIAGENCY ASSESSMENT/ ACTION PLAN	
School led	Local authority led
Option C Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA) Register paperwork with the Early Help Support Team (303 8117) Early Help Assessment (EHA) & Our Family Plan (OFF) Consent Required	Option D Request Think Family or Social Care support using the Request for Support form (RFS) Seek telephone advice from CASS as appropriate (303 1888) Request for Support form (RFS) Consent required except when safety may be at risk

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

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSED (Option A & B)

-Guidance on completing the EH conversation log and information on using SoSW practice:
<http://www.lacbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing>

-For Training on the practice Framework:
<http://www.birmingham.gov.uk/schools/eguarding>

-For additional guidance:
<https://www.birmingham.gov.uk/schools/eguarding>

MULTIAGENCY

Option C

-Previously completed 3 houses 3 columns, EH conversation log or any relevant assessment can be attached to the EHA to avoid duplicating information

-Early Help Assessment process:
<https://www.lacbbirmingham.org.uk/index.php/early-help>

-For guidance on when to do an EHA:
https://www.birmingham.gov.uk/download/download/771/high_service_right_time

Option D

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

CASS Education Officers

-Support with resolving issues relate d to CASS/ Education
 -advice on next steps
 303 0434/ 299/2985/2986

Birmingham Children Safeguarding Board Guidance:
<http://www.lacbbirmingham.org.uk/index.php/safeguarding-concerns>

-Where there are OSE or extremism concerns complete additional screening tools. For concerns to be shared with police – use fib form
<http://www.lacbbirmingham.org.uk/index.php/cse>

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

INVOLVING PARENTS/CARERS

16.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

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

16.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through our website.

MULTI-AGENCY WORK

17.1 We work in partnership with other agencies to promote the best interests of our children/young people and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child/young person already has a safeguarding Social Worker or Family Support Worker, the 'Request for Support' should go immediately to the team involved, or in their absence, to their team manager.

17.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child/young person are met.

17.3 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.

17.4 We will provide reports as required for these meetings (17.3). 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.

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

17.6 The DSL and deputies will follow the NSPCC guidance 'When to call the police' to understand when to call the police and what to expect when they do

17.7 The DSLs and Deputies understand their role as part of the Safeguarding partners (Birmingham City Council, West Midlands Police and Birmingham and Solihull Clinical Commissioning Group) and are familiar with the governance procedures

17.8 A Child-centred approach to be taken with clarification of roles and responsibilities amongst partners and the introduction of a partnership chair role.

OUR ROLE IN SUPPORTING CHILDREN

18.1 Our school staff will offer appropriate support to individual students who have experienced abuse, who have abused others (Child on Child abuse) or who act as Young Carers in their home situation.

18.2 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.

18.3 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.

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

RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Board Procedures on Allegations against Staff and Volunteers.

19.1

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

19.2

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

19.3

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

19.3.1 All allegations which appear to meet the reporting criteria in KCSIE are to be reported straight away, normally to the head, but if the designated person is identified to receive referrals in the policy, the head must be kept informed.

19.3.2 The chair of governors, should be informed in the absence of the headmaster or where the head is the subject of the allegation or concern

19.3.3 Where an allegation is against the head, the head must not be informed of the allegation prior to contact with the chair and LADO. The LADO(s) will be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

19.3.4 The LADO Team can be contacted on 0121 675 1669 or via email: Ladoteam@birminghamchildrenstrust.co.uk.

19.4

If an allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. Schools must not undertake their own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. Inspectors may advise that, in borderline cases, discussions with the LADO(s) can often be held informally and without naming the school or individual.

19.5

The school will report promptly to DBS any person whose services are no longer used for regulated activity because they have caused harm or they pose a risk of harm to a child.

19.6

The school will consider a referral to the TLA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) as a result of an allegation against them.

19.7

No member of staff, parent, student or visitor are permitted to use a personal mobile phone, tablet or camera while on the school site. The exception to this is the use of mobile phones in the Staff room where there are no students present.

19.8

Early Years have a separate, detailed Policy on the use of tablets and phones. This should be read in conjunction with this policy.

19.9

Where applicable Ofsted will be informed as soon as practicable, and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working or looking after children at the premises and the action taken in respect of such allegations.

19.10

Where low-level concerns arise (those which do not meet the threshold identified in Paragraph 338 of KCSIE 2022) the school will record and deal with the appropriately and effectively.

19.11

When a low-level concern is raised the Headteacher or another nominated member of the leadership team will ensure an impartial investigation is conducted. The information will be gathered by speaking directly to the person who has raised the concern, the individual involved and any witnesses.

19.20

The information relating to Low Level concerns and the reporting of these is also included in the Staff Code of Conduct

19.21

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

CHILDREN WITH ADDITIONAL NEEDS

20.1 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.

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

CHILDREN IN SPECIFIC CIRCUMSTANCES

21.1 Private Fostering

21.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of 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.

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

21.1.3 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/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.

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

PUPIL MOBILE PHONES & SMART WATCHES

22.1 The use of Mobile Phones & Smart Watches at Priory School by pupils is banned. We are aware that pupils may need access to and from school and the school has purchased Yondr pouches to secure these away during the school day.

Yondr pouches must be locked upon arrival and only unlocked when leaving site, normally at the gate by the West End doors.

There are sanctions in place for pupils who access their mobile phone or smart watch during the school day.

This policy should be read in conjunction with the Pupil Mobile Phone & Smart Watch Policy.

Links to additional information about safeguarding issues and forms of abuse

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

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

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice

Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine-in-schools-feb-2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting-flow-chart-feb-2017	BCC Education Safeguarding

	http://policeandschools.org.uk/onewebmedia/Searchin%20Screening%20&%20Confiscation%20Jan%202018.pdf	Birmingham Police and Schools Panels
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private-fostering-in-birmingham-information-for-professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE**NEGLECT**

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate care-givers); or

Ensure access to appropriate medical care or treatment.

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

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

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

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

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse and occur when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual or criminal activities, or another person performing sexual activities on the child/young person.

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

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

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.

RESPONSES FROM PARENTS/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.

DISABLED CHILDREN

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

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

DEALING WITH A DISCLOSURE OF ABUSE

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

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

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

Immediately 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 Headmaster, DSL or in exceptional circumstances by the staff member who has raised the concern.

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

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

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers/supply teachers 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 students, 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.

This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

The Headmaster 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 Headmaster 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

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

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 student. These should be addressed through the school's own internal procedures.

If the Headmaster 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.

Where an allegation has been made against the headmaster, then the Chair of the Governing body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Birmingham Safeguarding Children Board.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

INDICATORS OF VULNERABILITY TO RADICALISATION

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

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.

Seek to provoke others to terrorist acts.

Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

Identity Crisis– the student/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

Personal Crisis– the student/student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances– migration; local community tensions; and events affecting the student/student’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/student may have perceptions of injustice; a feeling of failure; rejection of civic life.

Experiences of Criminality– which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.

Special Educational Need– students/students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

More critical risk factors could include:

Being in contact with extremist recruiters

Family members convicted of a terrorism act or subject to a Channel intervention.

Accessing violent extremist websites, especially those with a social networking element

Possessing or accessing violent extremist literature

Using extremist narratives and a global ideology to explain personal disadvantage.

Justifying the use of violence to solve societal issues.

Joining or seeking to join extremist organisations.

Significant changes to appearance and/or behaviour; and

Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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

The SPOC for Priory School is Declan Griffin who is responsible for:

Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism.

Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students 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 Priory School in relation to protecting students/students 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/students from radicalisation and involvement in terrorism.

Acting as the first point of contact within the school for case discussions relating to students/students who may be at risk of radicalisation or involved in terrorism.

Collating relevant information in relation to referrals of vulnerable students/students into the Channel² process.

Attending Channel meetings as necessary and carrying out any actions as agreed.

Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

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

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