

# New Horizon Academy: Safeguarding & Child Protection Policy

## Policy Statement

At New Horizon Academy we educate with purpose: to provide our pupils with the tools they need to become independent, achieve economic well-being, contribute to society, and always strive to do their best.

We provide a vibrant environment for the education of children with moderate and severe learning needs who are in the care of New Horizons Care Limited. We will be responsive enough in our teaching approach to consistently meet our pupils needs and prepare them for the ever-changing world.

To facilitate this, pupils should be safe in school and when undertaking out of school activities. Our staff have a responsibility to provide a safe environment in which children can learn. For this reason, we have drawn up this safeguarding policy based on Birmingham City Council's Model Policy for Schools to help staff:

- Identify children who may benefit from early help
- Learn the processes to follow when they have concerns about a child's welfare
- Understand that they should expect to support social workers and other referral agencies following any referral

This policy must be read in conjunction with the following school policies: Physical Restraint; Anti-Radicalisation; Online Safety; Whistleblowing; Staff Recruitment; Policy for Staff Discipline, Conduct and Grievance; Anti-bullying; Behaviour Support; Policy for Supporting Pupils with Medical Conditions; Remote Learning; Alcohol, Smoking & Drugs

## REGULATIONS AND RELEVANT GUIDANCE

- The most recent version of **Working Together to Safeguard Children** (DfE) (July 2018 – last updated December 2020)
- The most recent version of **Keeping Children Safe in Education**: Statutory guidance for schools and colleges (September 2021)
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002** s175
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS 2020)**
- **General Data Protection Regulation (UK GDPR)**
- **Mental Health & Behaviour in Schools**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- Birmingham Safeguarding Children Partnership threshold guidance **Right Help Right Time**

- **Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government**
- **Protecting Children from Radicalisation: The Prevent Duty, 2015**
- **Relationships education, relationships, and sex education (RSE) and health education**
- **Voyeurism offences act 2019**
- **Children missing education**

## **Part One: Safeguarding Policy**

### **1.0 Introduction**

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow 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.

Our school is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- Our pupils have the right to be protected from harm, abuse, and neglect
- Our pupils have the right to experience their optimum mental and physical health
- Every child and young person has the right to an education and they need to be safe and to feel safe in school
- Children and young people need support that matches their individual needs, including those who may have experienced abuse
- Our pupils have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our pupils should be encouraged to respect each other's values and support each other
- Our pupils 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 pupils and protecting them from abuse and considering when mental health may become a safeguarding issue.

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

*Our Data Protection officer is: **Katie Davis***

*Our Rights Respecting link is: **Katie Davis***

*Our lead for Mental Health is: **Katie Davis***

*Our Safeguarding governor is: **Katie Davis***

*Our Designated Safeguarding Lead: **Katie Davis***

*Our Deputy Designated Safeguarding Lead: **Glen Smith – Operations Director at NH Care Limited***

*Our Designated Teacher for children who are looked after is: **Katie Davis***

*Our Prevent Single Point of Contact (SPOC) **Katie Davis***

## 2.0 Overall aims

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

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

This means that in our school we will:

- Identify and protect all pupils especially those identified as vulnerable pupils
- Identify individual needs as early as possible; and
- Design plans to address those needs
- Work in partnership with pupils, parents/carers, and other agencies.

Our policy extends to any establishment our school commissions to deliver education to our pupils 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 seven guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time).

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

This means that in our school all staff 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 children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.

### 4.0 Expectations

All staff 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 Designated Safeguarding Lead (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:

- During induction all our staff will read and understand the school’s Safeguarding Policy and all the related policies outlined in the “Policy Statement” section of this document
- All our staff will receive annual safeguarding training and update briefings as appropriate including reading the relevant parts of the most up to date version of Keeping Children Safe in Education (which at the time this policy was compiled was – part one of the September 2021 version.) Staff will also be aware of and refer to the additional information available in Annex B. Key staff will undertake more specialist safeguarding training as agreed by the governing body.
- All our staff will be aware of Birmingham City Council’s Early Help process and understand their role in it
- All our staff will be aware of the process for making referrals to Birmingham City Council’s Children Services and statutory assessments that may follow a referral including their role in such assessments (particularly ‘children in need’ - section 17 and ‘a child suffering or likely to suffer significant harm’ – section 47)
- All our staff will know what to do if a child tells them he/she is being abused; know the appropriate level of confidentiality; know how to reassure victims that they are being taken seriously, kept safe and never made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment
- In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.
- Our SLT and Governors will read KCSIE (September 2021) in full and [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)
- We will follow Safer Recruitment processes and checks for all staff as outlined in our Safer Recruitment policy including ‘Section 128’ checks for all Governors and staff involved in the management of our school

## 5.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team. The Governing Body and proprietors should ensure that 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.
- The activities of the DSL can be delegated to the appointed deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- The DSL or their deputy will always be available on-site for staff during school hours. In the unlikely case that neither are on-site, they both will remain “on call” to be available via phone or video call as appropriate
- The DSL and deputy will undertake training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- The DSL will also undertake Prevent awareness training and additional training relevant to the role
- The DSL will work with others. They will provide support, advice and expertise for staff; act as a point of contact for safeguarding partners; liaise with LADO, the Headteacher, the Governor responsible for safeguarding and others; promote

supportive engagement with parents/carers; take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

- The DSL will manage referrals of cases to Birmingham Children's Social Services, the Channel Programme, the Disclosure and Barring Service or the Police as appropriate
- The DSL will ensure that child protection files are kept up to date and that information is kept confidential and stored securely.
- Our school will be clear as to who has parental responsibility for children on our 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 pupil: the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.
- If a pupil 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.
- All in- year applications and transfers will also be reported to the Local Authority.

#### **Designated Safeguarding Lead: Katie Davis**

#### **Deputy Designated Safeguarding Lead: Glen Smith – Operations Director at NH Care Limited**

- Any steps taken to support a child or 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.
- 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 and have that support in place for when the child/ young person arrives.

#### **6.0 Contextual Safeguarding**

- [Keeping Children Safe in Education](#) writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside

of these environments i.e., where children are at risk of abuse and exploitation outside of their families.

- In our school our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:
  - Informal and formal assessments of need/ risk for the child.
  - Case discussions in DSL supervision sessions.

## 7.0 Mental Health

- [Keeping Children Safe in Education](#) also outlines the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour, and education.

In our school this means that:

- All staff will be made 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 will follow the guidance [Mental Health and Behaviour in Schools](#)
- Our staff will use resources from [Rise Above](#) to help them plan lessons aimed at promoting the mental health of pupils at our school

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

- As all our pupils will come from New Horizon Care Homes, our 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. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teacher will have responsibility for promoting the 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.
- We will refer all our pupils who leave care to the Birmingham Children's Trust which has ongoing 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 Birmingham Children's Trust will support the care leaver to participate in education or training.

In our school the Designated Teacher is Name: Katie Davis

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 head to promote the educational achievement of previously looked after children.

Our 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.

## 9.0 The governing body

Governing bodies and proprietors should ensure that there are appropriate policies and procedures in place 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 Headteacher and all other staff who work with children and young people undertake safeguarding training on an annual basis with additional regular updates 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.
- 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 Headteacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

In our school this means that:

- All governors must have read at least part 2 of the latest [Keeping Children Safe in Education](#), we encourage them to find time to read the whole document
- Our nominated governor for safeguarding and child protection is Name: \*<Name TBC>
- 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 Head Teacher.



- The Nominated Governor will liaise with the Headteacher 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 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.
- 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.
- 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:
  - 1. Katie Davis
- And the following members of the Governing Body have also been trained:
  - Glen Smith – Operations Director at NH Care Limited
- One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

## 10.1 Induction

- All staff, especially staff who have been redeployed in response to COVID-19, 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

- Recognising the impact of COVID 19, DSLs should be given additional time, particularly in the autumn term, to support staff and children regarding new safeguarding and welfare concerns.
- Regular safeguarding supervision will be offered to the 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.
- At our school our staff induction process will include:
  - The Safeguarding & Child Protection policy.
  - The Behaviour Policy.

- The Staff Behaviour Policy (sometimes called a Code of Conduct).
  - The safeguarding response to children who go missing from education; and
  - The role of the DSL (including the identity of the DSL and any deputies).
- Copies of policies and a copy of part one of the [Keeping Children Safe in Education](#), document and Annex B 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 work within education with the DSL and to seek further support as appropriate.

### 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. 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 and young people. This can range from guiding a child or 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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will follow the DfE's advice for 'Use of Reasonable Force in Schools' and more details can be found in our Behaviour Support policy.

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 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 pupils and pupils.
- 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.

### 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 pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

- Safeguarding issues, including online safety will be addressed through all areas of the curriculum including extra familial harm (multiple harms)

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 pupils 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, for example Anti-Bullying, Equal Opportunities, Behaviour Support, will be inter-linked to ensure a whole school approach.
- We also recognise the 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 child/ 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).
- 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 - 0121 303 1888) as required.
- The DSL will then oversee the agreed intervention from school as part of the multiagency 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 - 0121 303 1888, it is expected that the majority are passed through the DSL team.

### 14.0 Safeguarding pupils who are vulnerable to radicalisation

- Since the 1st of July 2015, all schools have been 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, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4 and our Anti-Radicalisation policy

This means that our school:

- Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.
- Pupils 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.

#### 14.1 Risk reduction

- The school governors, Head Teacher 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, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community, and philosophy.
- To this end, open-source due diligence checks will be undertaken on all external speakers invited to our school.
- 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
- 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.

#### 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.

The SPOC for our school is: Name: \*<The Headteacher>

- All staff within our school will be alert to changes in a child/young person's behaviour or attitude which could indicate that they need help or protection.
- Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.
- All our staff will complete Channel training as part of their induction.

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

- Since October 2015, all schools have been subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher discovers that an act of FGM has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police by dialling 101
- Failure to report such cases will result in disciplinary sanctions.
- 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.
- This duty only applies when the teacher knows because the girl has disclosed this information. It does not apply when the teacher suspects that FGM has taken place or when someone else tells them that FGM has been performed on a specific girl. In those scenarios, the teacher should follow the normal procedure for dealing with safeguarding concerns

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
  - Child Sexual Exploitation
  - Child Criminal Exploitation
  - Sexual Violence and Sexual Harassment

- 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.

## 16.0 Children missing education

- A child going missing 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 who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries**
- The school (regardless of designation) must also notify the Local Authority of any pupil 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.

- All our attendance work will liaise closely with the DSL.
- We will adapt our attendance monitoring on an individual basis to ensure the safety of each child/young person at our school
- Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.
- We will work closely with the CME Team, School Admissions Service, Education Legal Intervention Team, and the Elective Home Education Team

## 17.0 Peer on peer/child on child abuse

- **All** staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports
- All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead (or deputy).

- The school's values, ethos and behaviour policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This means that in our school:

- During pupil induction and throughout the curriculum we will help pupils understand that any incidents of peer-on-peer sexual abuse will be taken seriously and responded to effectively; help them know how to report anything upsetting that may happen; encourage them to speak out if they are worried about their own or someone else's behaviour.
- Each pupil will have a Key Worker to make it easier for them to share their concerns.
- We will encourage pupils to share their thoughts and opinions, respond to their concerns, and respect and listen to them and make sure they can easily talk to the NSPCC should they choose not to talk to someone at the school
- We will challenge inappropriate behaviour between peers that is abusive. We will not downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" because we know it can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 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
- Our DSL will follow [local guidance](#) to enable provision of effective support to any child/young person affected by this type of abuse
- Our staff will complete the NSPCC's training about Harmful Sexual Behaviour in schools, so they know how to manage and respond

Supporting the child who has experienced abuse:

Every child who has experienced abuse will receive tailored support to meet their needs.

This is what we will do to help make them feel safe and supported.

- Listen carefully to the child and reassure them that you are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help you record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example making sure they won't encounter the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child in any decisions that affect them.

Supporting the child who has displayed abusive or harmful sexual behaviour:

It's important to protect and support children who have displayed abusive or harmful sexual behaviour. We will:

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions considering your organisation's behaviour policy.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic support the child may need.

## 18.0 [Child Sexual Exploitation and Child Criminal exploitation](#)

- Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or 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.

This means that in our school we will:

- 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 to support our referrals to CASS for any children in our school we are concerned about.
- Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

Part Two: Key procedures: Responding to concerns about a child

In our school **New Horizon Academy**  
 Our DSL(s) are **Katie Davis (Headteacher)**  
 Our safeguarding governor is

**CONCERN ABOUT A CHILD:**  
 Speak to Designated Safeguarding Lead (DSL) if urgent.  
 Record on electronic recording system  
**My Concern**  
 Record in writing on Notice of Concern Form and hand to DSL

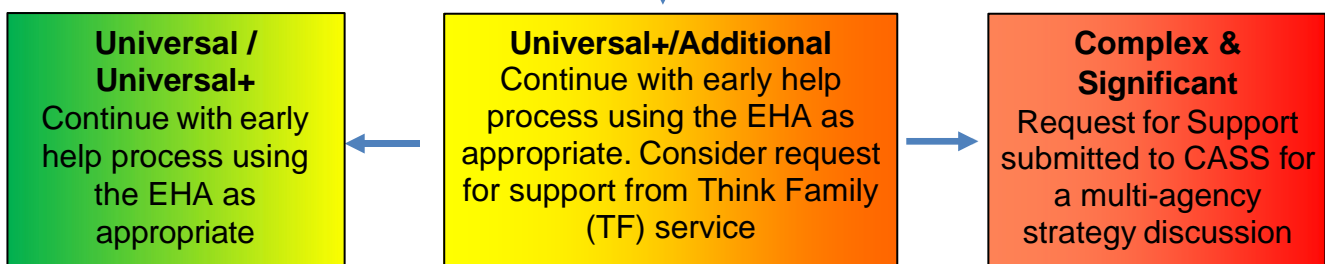


**DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)**

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).



**At any point consider seeking advice:**  
 Children's Advice Support Service (CASS)  
 0121 303 1888  
 In case of emergency phone police on 999



## 19.0 Involving parents/carers

19.1 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.

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

## 20.0 Multi-agency work

20.1 We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our pupils 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. Where the child/young person 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.

20.2 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.

20.3 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.

20.4 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.

20.5 Where a pupil 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.

## 21.0 Our role in supporting children

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

21.2 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.

21.3 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.

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

## 22.0 Responding to an allegation about a member of staff

22.1 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 may not be suitable to work with children/young people.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

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

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

22.3.1 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 Headteacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required. (Where a Headteacher is also the sole Proprietor of an Independent school it is mandatory to report to the LADO).

22.3.2 If the concern relates to the Headteacher, 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.

22.3.3 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.

22.3.4 Low Level Concerns: When concerns do not meet the threshold outlined in 22.1 above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Low – level concerns will be addressed as outlined in our Policy for Staff Discipline, Conduct and Grievance. They will be shared responsibly and with the right person, recorded and dealt with appropriately.

## 23.0 Children with additional needs

23.1 Our School recognises that all pupils have a right to be safe. Some pupils 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.

23.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will 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.

## 24.0 Children in specific circumstances

24.1 Private Fostering

24.1.1 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 (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.

24.1.2 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 stepparent.

24.1.3 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.

24.1.4 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.

**25.0** Links to additional information about safeguarding issues and forms of abuse

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

25.2 Guidance on children in specific circumstances found in Annex A of KCSIE 20, and additional resources as listed below:



Issue	Guidance	Source
Abuse	<p><a href="http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief">http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect">http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</a></p> <p><b><a href="#">Children who abuse others   West Midlands Safeguarding Children Group</a></b></p>	West Midlands Safeguarding Children Procedures
Bullying	<p><a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a></p>	West Midlands Safeguarding Children Procedures
Children and the Courts	<p><a href="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-5-to-11-year-olds</a></p> <p><a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a></p>	MoJ advice
Missing from Education, Home or Care	<p><a href="http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education">http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme">http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</a></p>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<p><a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a></p>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<p><a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</a></p> <p><a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances">http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances</a></p>	Birmingham Police and Schools Panels
Domestic Abuse	<p><a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a></p>	West Midlands Safeguarding Children Procedures
Child Exploitation	<p><a href="http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation">http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation</a></p>	West Midlands Safeguarding

Issue	Guidance	Source
	<p><a href="http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children">http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children</a></p> <p><b>Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</b></p> <p><a href="https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018">https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018</a></p>	<p>Children Procedures</p> <p>WMP, BCSP, BCT</p>
Homelessness	<p><a href="https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets">https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</a></p>	HCLG
Health & Wellbeing	<p><a href="http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour">http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018">https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018</a></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p>
Online	<p><a href="https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017">https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017</a></p> <p><a href="http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&amp;%20Confiscation%20Jan%202018.pdf">http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&amp;%20Confiscation%20Jan%202018.pdf</a></p> <p><b>Online safety: Children exposed to abuse through digital media   West Midlands Safeguarding Children Group</b></p> <p><b>Teaching online safety in school</b></p>	<p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p> <p>DfE</p>
Private Fostering	<p><a href="https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals">https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals</a></p>	BCC
Radicalisation	<p><a href="http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism">http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</a></p>	West Midlands Safeguarding Children Procedures
Violence	<p><a href="http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity">http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_school_guidance">https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_school_guidance</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children">https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children</a></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p>

Issue	Guidance	Source
	<p><a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence">http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</a></p> <p><a href="https://www.gov.uk/government/policies/violence-against-women-and-girls">https://www.gov.uk/government/policies/violence-against-women-and-girls</a></p> <p><a href="#"><u>Honour-based violence   West Midlands Safeguarding Children Group</u></a></p>	<p>Birmingham Police and Schools Panels</p>

## Appendices

### Appendix 1

#### Definitions and indicators of abuse

##### 1. Neglect

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

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate 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 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

#### 4. Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or 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.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, 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 e.g., they believe they are in a genuine romantic relationship.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as 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 by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of both child criminal and sexual exploitation 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.
- Have a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Enter and/or leave vehicles driven by unknown adults
- Possess unexplained amounts of money, expensive clothes, or other items
- Frequent areas known for risky activities
- Are groomed or abused via the Internet and mobile technology; and
- Have unexplained contact with hotels, taxi companies or fast-food outlets.

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

## 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/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. 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.

## 8. Serious Violence

**All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

**All** staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home [Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## Appendix 2

### Dealing with a disclosure of abuse

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

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter 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 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.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## 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 Headteacher, 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 Headteacher.

## 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 Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.

3. The Headteacher 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 Headteacher will notify Birmingham Children's Trust Designated Officer (LADO) Team (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 Headteacher 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 Headteacher or Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child protection procedures.

5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

## Appendix 4

### Indicators of vulnerability to radicalisation

1. Radicalisation is defined in [Keeping Children safe in Education](#) 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 particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. [Keeping Children safe in Education](#) describes 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 are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity crisis - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal crisis - the 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 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 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 - 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 New Horizon Academy is Katie Davis (Headteacher), who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils/pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils/pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness about the role and responsibilities of \*<School / Service> in relation to protecting pupils/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 pupils/pupils from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to pupils/pupils who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable pupils/pupils into the Channel 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.

## Appendix 6 – COVID-19 and safeguarding

Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance and update safeguarding procedures in line with DfE updates.

Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

### Online safety

Coronavirus (COVID-19): 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/pupil 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

We will also ensure that the monitoring and filtering systems on our computer networks is up to the UK Safer Internet Centre standards.

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. 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 be asked 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:

- Support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, [consensual and non-consensual sharing of nudes and semi-nudes images and/or videos](#), and cyberbullying.
- Support to stay safe online 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 7: Teachers Resources for teaching Safeguarding

- [Teaching about relationships, sex, and health](#)
- [Teaching online safety in schools](#)
- [Education for a Connected World: A framework to equip children and young people for digital life](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Using external visitors to support online safety education: guidance for education settings](#)
- [Child Exploitation and Online Protection \(CEOP\) command's ThinkuKnow](#)
- [Public Health England's Rise Above](#)

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