



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

SAFEGUARDING AND CHILD PROTECTION POLICY

DATE: November 2018
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Sutton Coldfield Grammar School for Girls Safeguarding and Child protection Policy

This policy takes account of government guidance from the Department for Education and Birmingham City Council's Safer Recruitment guidelines.

INTRODUCTION

Safeguarding and promoting the welfare of children, (everyone under the age of 18), is everyone's responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children safe in Education)

Safeguarding is defined as;

- Protecting students from maltreatment
- Preventing impairment of students health or development
- Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all students to have the best life chances.

Sutton Coldfield Grammar School for Girls is committed to safeguarding and promoting the welfare of all its students and we expect everyone who works in our school to share this commitment. We believe that:

- All students have the right to be protected from harm
- Students need to be safe and to feel safe in school
- Students need support which matches their individual needs, including those who may have experienced abuse
- All students have the right to speak freely and voice their values and beliefs without prejudice
- All students must be encouraged to respect each other's values and support each other
- All students have the right to be supported to meet their emotional, and social needs as well as their educational needs
- Schools must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours.

Sutton Coldfield Grammar School for Girls will fulfil its local and national responsibilities as laid out in the following documents and any other relevant legislation and guidance:

- The most recent version of Keeping Children Safe in Education Update (DfE), or the equivalent guidance if replaced
- **West Midlands Safeguarding Children Procedures**
- Dfe (2017) 'Preventing and tackling bullying'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- **General Data Protection Legislation (2018)**
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2015) 'The Prevent duty'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016
- The Equality Act 2010
- The Children Act 1989

- The Education Act 2002 s175/s157
 - Mental Health and Behaviour in Schools: Departmental Advice (Dfe 2014),and any other updating ,or relevant legislation
- Due regard will also be given to the guidance issued by Birmingham Safeguarding Children Board

Aim

Sutton Coldfield Grammar School for Girls recognises that the safety, welfare and care of students is paramount. We are therefore committed to the highest standards in protecting and safeguarding the students entrusted to our care at all times. Safeguarding and promoting the welfare of students is everyone's responsibility and all members of staff will ensure that their approach is child-centred. The best interests of the student will be considered at all times. Everyone who comes into contact with a student has a role to play in identifying concerns, sharing information and taking relevant action. We will ensure that arrangements are in place for:

- All reasonable measures to be taken to minimise the risks of harm to students' welfare.
- All appropriate actions to be taken to address concerns about the welfare of a student, or students, working to agreed local policies and procedures in full partnership with other local agencies.
- All persons working at this school to be made aware of the procedures outlined in this policy

We recognise that some students may be the victims of neglect, physical, sexual or emotional abuse. Staff I will often, by virtue of their day to day contact and knowledge of the students, be well placed to identify such abuse and offer support to students in need.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to.
- Clarify standards of behaviour for staff and students
- Recognise signs and symptoms of abuse.
- Respond quickly and effectively to cases of suspected abuse.
- Monitor and support students at risk.
- Use the curriculum to raise students' awareness, build confidence and skills.
- Teach students about safeguarding, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Work closely with parents/carers and support external agencies.
- Ensure that all adults within our school who have access to students have been checked as to their suitability.
- Ensure that members of the Governing Board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).

Sutton Coldfield Grammar School for Girls will support all students by:

- Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school
- Contributing to the establishment of a resilient and robust ethos in the school, built on mutual respect, and shared values
- Liaising and working together with all other support services and those agencies involved in the safeguarding of students.
- Working in partnership with students and parents
- Notifying Social Care Services via the approved mechanisms as soon as there is a significant concern
- Providing continuing support to students about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the student's new school

KEY PRINCIPLES

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

- 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.

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

- Every student is entitled to a rich and rounded curriculum.
- Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of students at school now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, Head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

Designated Personnel

- Designated Senior Lead (DSL) and Single Point of Contact (SPOC) for safeguarding and child protection , Designated Teacher for Looked After and Previously Looked After Children– **Mrs D. L. Long**
- Deputy Designated Safeguarding Leads who will support the DSL within the role and deputise when the DSL is not on site–**Mrs Vincent, Miss S. Harper**
- **SENCO-Mrs L. Vincent**
- Headteacher – **Dr. B. Minards**
- Chair of Governing Board –Mrs C. Senior
- Nominated Governor –**Mr M. Cannan**

The role of all staff and other persons within the school's settings

All staff have a duty to safeguard students. This policy outlines how staff and other persons within the school setting, can meet this duty and their need to:

- Be aware of systems within their school which support safeguarding. This includes the child protection and staff behaviour policies, and the role of the designated safeguarding lead (DSL)
- Be aware of the early help process and be prepared to identify children who may benefit from early help
- Be aware of the process for making referrals to social services
- Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Record concerns as per the school procedures
- Receive appropriate child protection training which is annually updated
- Always act in the best interests of the child
- Maintain an appropriate level of confidentiality when liaising with relevant professionals

- Never promise that they will not tell anyone about an allegation
- Be informed on how to report any concerns relating to staff to their Headteacher
- Be informed on how to report any concerns relating to their Headteacher.

All Governors will be subjected to an enhanced DBS check and will be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check).

Listening to students.

Sutton Coldfield Grammar School for Girls will:

- Create the opportunity and environment for students to be able to talk about their concerns.
- Establish systems to enable cover for the member of staff listening to a student's concerns if the DSL is unavailable, or if there is a particular reason that the member of staff is the most appropriate person.
- Appropriate procedure is to:

Receive Listen, remain neutral, and accept what the student says.

Reassure Stay calm, reassure the student that they have done the right thing, ***do not make promises, including promises on confidentiality***, try to alleviate feelings of guilt and shame, empathise with the student.

React and Report Only use open questions, do not criticise the perpetrator, explain what happens next, **inform DSL**.

Record Make notes on MyConcern and use the student's actual words where possible, keep notes safe, be objective. Note dates, times, who was present, positions in the room, anything factual about the student's appearance. If possible use a silent witness.

Support Create space and time for the student throughout and after the process in liaison with DSL, get support for yourself.

Never:

- Ask leading questions;
- Ask the student to write down their account;
- Investigate yourself, with or without others;
- Take photographs of marks;
- Attempt any medical judgement;
- Arrange a medical examination;
- Tape/video record an interview;
- Ask a student to remove any clothing.

Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the student.

We recognise that all matters relating to Child Protection are confidential. The Head or DSL will disclose any information about a student to other members of staff on a need to know basis only.

Supporting Staff

We recognise that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Lead and to seek further support as appropriate.

The Governing Board

The Governing Board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- All governors must have read part 2 of the most recent Keeping Children Safe in Education documentation and guidance.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- Ensure that a member of the Governing Board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governors.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

The Headteacher

The Headteacher has a duty to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the Governing Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

The role of the DSL

The Designed Senior Lead is responsible for:

- Adhering to the national and local authority guidelines with regard to referring a student if there are concerns about possible abuse.
- Keeping written records of all concerns about a student even if there appears to be no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from the student's records.
- Liaising and joint working with Social Care Services and other relevant agencies.
- Ensuring that systems for child protection, record keeping and data protection are shared with staff, and monitored regularly.
- Referring cases of radicalisation to the Channel programme.
- Acting as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understanding the assessment process for providing early help and intervention.
- Supporting staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keeping cases of early help under constant review and refer them to Children's Social Care if the situation does not appear to be improving.

- Being able to keep detailed, accurate and secure records of concerns and referrals.
- Obtaining access to resources and attend any relevant training courses.
- Encouraging a culture of listening to children and taking account of their wishes and feelings.
- Working with the Governing Board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensuring the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Linking with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding. The DSL will also be responsible for the following-;
- If a student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- In addition to the child protection file, the designated safeguarding leads will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- If sending by post, student records will be sent by "Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- Where records are stored electronically, e.g. within 'My Concern', there is no requirement to maintain paper files.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- If a student is permanently excluded and moves to a Student Referral Unit, child protection records will be forwarded on to the relevant organisation.
- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- The DSL will not disclose information to a parent, if it would put the child at risk of significant harm
- When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances, when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

Our DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. In addition to their formal training, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

Reporting Procedures

- All concerns must be passed to the DSL who will seek advice/make a judgement as to whether a referral to Social Care Services or the need for any other action to be taken.
- If a disclosure is made or a member of staff has reason to believe abuse has taken place this should be reported on MyConcern as soon as possible and sent to the DSL/Deputies. Any original notes should be signed and dated.
- All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSL.
- Children in immediate danger or at risk of harm should be referred to children's social care, (0121-303 1888), or the police immediately. Anyone can make a referral, not just the DSL. If anyone other than the DSL makes a referral then they must ensure that they inform the DSL as soon as possible and record the details on My Concern

The designated teacher for looked after and previously looked after children

Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Trust will support the care leaver to participate in education or training. The DSL will liaise with the Trust's 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 DSL will work with the appropriately designated teacher in conjunction with local authorities to promote the educational achievement of registered students who are looked after. Our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher will 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.

Responding to Staff Allegations

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

- Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher/Principal who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team, who will decide on any action required.
- If the concern relates to the Head Teacher/Principal, it must be reported immediately to the Chair of the Governing Board, who will liaise with the Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.
If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Children's Trust LADO team, (0121 675 1669), who will decide on any action required.
- The full evidence will be made available to the member of staff who is subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services or by any disciplinary process. In some cases, it may be necessary for the staff member to be

suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay and it is not an indication of any proof or of any guilt. Advice should always be taken from the school's Employee Relations advisors in this respect.

- Any complaint or concern of a child protection nature received by any person and to the Education Services Lead Officer who will give advice and support including making contact with the Chair of Governors.
- All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the school policy in respect to safe conduct. They must refer to specific guidance in the policies relating to Risk Assessments, E-safety, Behaviour and Discipline, Health and Safety and general guidance on appropriate behaviour both in school hours and out of hours.
- Students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Procedure

- Sutton Coldfield Grammar School for Girls adheres to the Birmingham Safeguarding Children Board (BSCB) procedures and the Birmingham Education Services Child Protection Procedures. Copies of these are kept by the Headteacher and must be the subject of training and be available to all staff and governors.

The Headteacher has identified a Designated Senior Lead (DSL) for Child Protection co-ordination in the school. The Head has identified clearly who will deputise in the absence of the DSL and has ensured that any such deputy is appropriately trained. The DSL ensures the following reporting and recording procedures are maintained:

- Incident report form is logged on MyConcern which includes consecutive numbers of report forms, name of student, name, signature and date of person submitting the report. The DSL then assesses the level of need and appropriate form of action.
- The Governing Board will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSL, other staff and the Governing Board, the number of cases referred (without details) and the place of child protection in the curriculum.
- The Nominated Governor is responsible for liaising with the Head Teacher / Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce an annual report for governors and the local authority (s175 audit).
- Child protection records are stored securely and retained in line with the record keeping guidance from Birmingham City Council. Data will be secured for a minimum of 10 years pending further changes to the law and any further legal advice.
- If a student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the student's name, date of birth, where and to whom the records have been sent and the date sent and/or received
- If records are not received from transferring schools then appropriate enquiries will be made
- If a student is permanently excluded and moves to a Student Referral Unit, child protection records will be forwarded on to the relevant organisation.

- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new postholder is fully conversant with all procedures and case files.

A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education' (DfES). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), barred list checks and prohibition checks. Evidence of these checks will be recorded on the Single Central Record. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.

All recruitment processes and panels will include at least one person who has undertaken appropriate training in Safer Recruitment. At least one member of the Governing Board should also have received safer recruitment training.

Single central record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school. The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

Induction

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

- The child protection policy;
- The behaviour policy;
- The staff 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 KSCIE-18 document should be provided to staff at induction.

Staff Support

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.

Regular supervision will be offered to the Lead DSL within school and by the governing board. This may be extended to other members of staff as deemed appropriate by the school.

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.

This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between 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>

- Our school will not have a 'no contact' policy as this could lead 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 including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.
- They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Our school will aim to reduce the occurrence of challenging behaviour and the need to use reasonable force, by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers.

Parents and Carers

Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new students. 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.

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.

A copy of this policy is available to all parents, carers and students through the school website and upon request.

Teaching and Learning

The curriculum will be used to raise student's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others. Relevant issues will be addressed through the PSHE curriculum, for example, self-esteem, emotional literacy, assertiveness, healthy relationship education, safety and bullying, including cyberbullying. Students will also be taught how to keep themselves safe online whilst the school will also monitor online access and materials.

Relevant issues will be addressed through other areas of the curriculum, for example, English, History, Drama, Art.

The School will promote student support services through assemblies and display of contact information for organisations such as Childline.

Our safeguarding policy cannot be separated from the general ethos of the school, which will 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.

What we will do when we are concerned- early help response

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

At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs of the child who must be allowed to articulate their thoughts, experiences and wishes. After review the child/young person may then be removed from the safeguarding vulnerability list.

Should the experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school-focused action plan with the child/young person and parent/carer as appropriate. This school-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed, the child can be removed from the Safeguarding Vulnerability List.

Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required, in order to meet the unmet safeguarding need, the DSL will generally lead on liaising with other agencies and setting up an Early Help Assessment and an Our Family Plan and register these documents with the Early Help Support Team. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

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

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

Multi-agency work

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

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

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.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with The Birmingham Children's Trust at least 24 hours prior to the meeting.

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.

Safeguarding students/students who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Sutton Coldfield Grammar School for Girls values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate 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.

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. Sutton Coldfield Grammar School for Girls is clear that this exploitation and radicalisation is viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Six. Sutton Coldfield Grammar School for Girls seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / NeoNazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum; SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and

involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in Appendix Six.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

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

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

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

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

Allegations of abuse against other students

All staff will be aware that students are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".

The school is aware that peer-on-peer abuse can be manifested in many different ways, including but not limited to, bullying, (including cyber bullying), gender based violence/sexual assaults and sexting. All allegations of abuse made against other students and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's behaviour code which incorporates the 'Anti-Bullying and Harassment Policy'.

The DSL will be informed of any allegations of abuse against other students, who will record the incident in writing and decide what course of action is necessary, with the best interests of the student in mind at all times. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.

The DSL will decide which safeguards, if any, are necessary for the student, e.g. counselling support or immediate protection. In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the student at further risk of harm.

In order to prevent peer-on-peer abuse, the school will educate students about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

Sexual violence and sexual harassment between children in schools and colleges

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

- 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 or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- The school will utilise the Children who Pose a Risk to Children school safety plan produced by the local authority

https://www.birmingham.gov.uk/download/downloads/id/9504/children_who_pose_a_risk_to_children.doc

Children with special educational needs and disabilities (SEND)

Children with SEND face additional safeguarding challenges and, therefore, additional barriers can exist when recognising abuse and neglect. Such barriers include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, are simply related to the child's SEND.
- Children with SEND being disproportionately impacted by bullying without outwardly showing any signs.
- Communication barriers.

Staff will be kept fully informed by the SENCO and the pastoral team of any issues which may mean a child is potentially vulnerable to additional risk.

When the school is considering excluding, either fixed term or permanently, a vulnerable student and/or a student 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 *must* be completed prior to convening a meeting of the Governing Board.

Safeguarding students/students who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking

The Counter- Terrorism and Security Act, April 2015 “places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers ... to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).”

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

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues include such issues in an age appropriate way in their curriculum. With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

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

Children who go missing from education

Knowing where students are during school hours is an extremely important aspect of safeguarding. A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. We monitor attendance carefully and address poor, or irregular, attendance without delay. School staff will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions.

Our school will make every effort to ensure that we hold two or more emergency contact numbers for each student. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

The school will notify the local authority of any student who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 days or more. The school will also notify the local authority of any student who is to be deleted from the admission register because she –

- 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;
- Is displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that she will return to the school at the end of that period; or
- Has been permanently excluded.

What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then our DSL /Attendance advisory service advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups.

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

The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised
- The school will review the situation after taking appropriate action to address the concerns.

The DSL will also offer and seek advice about undertaking an early help assessment such as and/or making a referral to children's social care. If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

Children with additional needs

Sutton Coldfield Grammar School for Girls recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable student and / or a student 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 *must* be completed prior to convening a meeting of the Governing Board.

CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

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

The Children Act 1989 defines a close family 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. It does not include great –aunts or uncles, great grandparents, or cousins. People become involved in private fostering for all kinds of reasons.

Examples of private fostering include –

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering ,(0121 303 1888) The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory. Schools have a mandatory duty to inform the local authority where they are aware, or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone including the private foster carer, or social workers, to inform the school. However, it should be made clear to the school who has parental responsibility.

Children in specific circumstances

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

	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	
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Additional supporting information is included in appendices 1-6.

Training

All members of staff receive updated training on child protection procedures at least annually and whenever any updated guidance is issued by the Dfe, or the local safeguarding board. It is also recommended that the Governing Board also receives the training. Newly appointed members of staff will receive training as part of their induction programme.

The DSL and Head will be provided with Education Services core training in order to carry out their role and will attend refresher training updates every 2 years.

Child protection training will be clearly cross-referenced and supplemented by other areas of staff training, including behaviour management, risk assessment and health and safety.

A copy of the following template to keep a record of training will be maintained by the DSL and presented to Governors annually.

Group	Date of last training	By Whom
Governors/named Governor		
DSL (Core training)		
DSL update/refresher		
HT (Core training)		
HT refresher		
Support Staff (by individual name)		
Teaching staff (by individual name)		

Visitors and Volunteers

A Summary of the school’s procedures and the name of the DSL will be displayed for the information of visitors to the school.

Links to other Policies

This policy should be read in conjunction with the following policies:

- E-Safety Policy
- Behaviour Policy incorporating anti bullying policy
- Whistle blowing policy

If a staff member feels unable to raise an issue, or that their concerns are being ignored despite the Whistleblowing policy, there are further whistleblowing channels available. General advice can be found

here (<https://www.gov.uk/whistleblowing>), and the NSPCC whistle blowing helpline is available from 8:00am to 8:00pm Monday to Friday (0800 028 0285). Alternatively, assistance can be sought via email: help@nspcc.org.uk.

Review

This policy will be reviewed annually by the Governing Board.

Appendix One

Summary of Child Protection Information for Visitors and Volunteers

Sutton Coldfield Grammar School for Girls is committed to the highest standards in protecting and safeguarding the students entrusted to its care. We will support all students by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some students may be the victims of neglect, physical, sexual or emotional abuse. Staff working with students are well placed to identify such abuse.

In order to protect our students, we aim to:

- Create an atmosphere where all our students can feel secure, valued and listened to
 - Recognise signs and symptoms of abuse
 - Respond quickly, appropriately and effectively to cases of suspected abuse
 - If you have a concern that a student is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.
- **Designated Senior Lead (DSL) and Single Point of Contact (SPOC) for safeguarding and child protection – Mrs D. L. Long**

If this person is not available please contact

**Deputy DSL: Mrs L.Vincent
Miss S. Harper**

Headteacher: Dr. B Minards

Everyone working with our students, their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Lead (DSL) immediately.
- If the DSL is not available the Head or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from students may be made at any time.

If anything worries you or concerns you, report it straight away.

APPENDIX TWO
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 of 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; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

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

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

4. SEXUAL EXPLOITATION

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

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care.

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;
- Having unexplained contact with hotels, taxi companies or fast food outlets;
- Missing for periods of time (CSE and County Lines)

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may

include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of abuse.

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 communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

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

- Delay in seeking treatment that is obviously needed;
- Lack of awareness 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 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.

CHILDREN WITH DISABILITIES

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 might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;

- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX THREE

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse she has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her you are pleased that she is speaking to you. Never enter into a pact of secrecy with the child. Assure her 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 that you believe her. Children very rarely lie about abuse; but she may have tried to tell others and not been heard or believed.
- Tell the child that it is not her 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 she has a right to be safe and protected.
- Do not tell the child that what she 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 she has told you. It is essential to record all you have heard.
- 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.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.
- 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.

N.B It is not the role of staff to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Headteacher or the Designated Safeguarding Lead, 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 Designated Safeguarding Lead or Head Teacher.

APPENDIX FOUR

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 students, sexual harassment, sexual assault and rape.

- Neglect

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

- Spiritual Abuse

For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

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

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows;

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the 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 student (s), these should be addressed through the school's own internal procedures.

- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. **The allegation should be removed from personnel records.**

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

3. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures are in place for such concerns to be raised with the school's leadership team and Governing Board.

APPENDIX FIVE
INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas'.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. 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.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural /religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Showing sympathy for extremist causes;
 - 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;
 - Glorifying violence, especially to other faiths, or cultures;
 - Advocating messages similar to illegal organisations, or other extremist groups;
 - 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 peer relationships;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis;
- Intolerance of difference ,including faith, culture, gender, race or sexuality;
- Graffiti, artwork, or writing that displays extremist themes;
- Attempts to impose extremist views, or practices ,on others;
- Advocating violence towards others.

APPENDIX SIX

PREVENTING VIOLENT EXTREMISM -

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT, (SPOC)

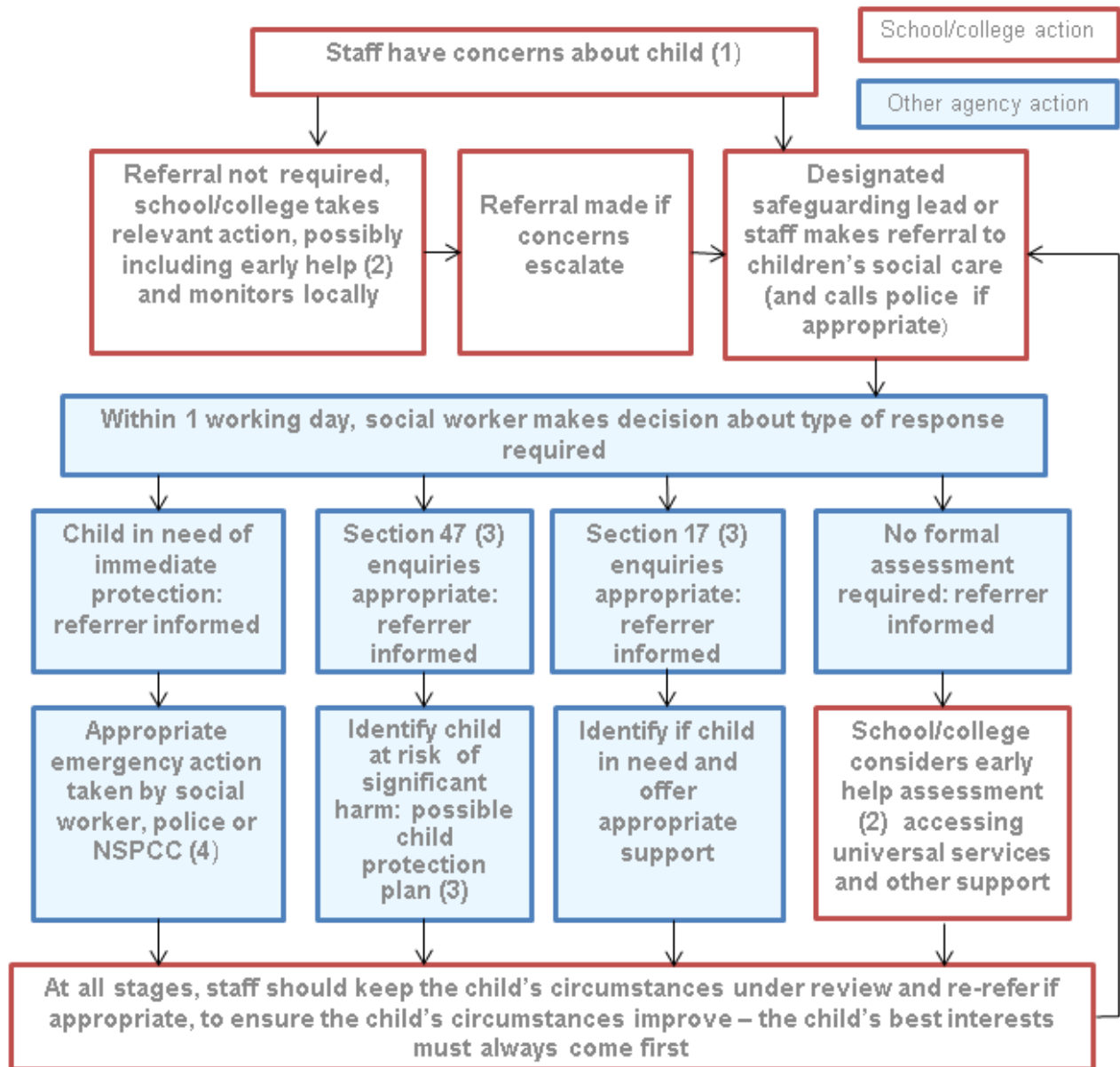
The SPOC for Sutton Coldfield Grammar School for Girls is Mrs Long, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing 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 Sutton Coldfield Grammar School for Girls 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 from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students 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.

* 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.

Actions where there are concerns about a child



INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Safeguarding and Child protection Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in November 2018 To be reviewed in November 2018

Policy/project lead and Author of Equality Impact Assessment:

Mrs L. Long, Deputy Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations with regard to safeguarding and child protection

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (e.g. race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (E.g. The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Mrs L. Long

Date: November 2018

