



KING EDWARD VI
HIGH SCHOOL FOR GIRLS

King Edward VI High School for Girls Safeguarding and Child Protection Policy

Committee	Risk & Compliance
Policy Type	School
Policy Owner	Senior Deputy Head (Pastoral)
Statutory	Yes
Published on website	Yes
Last review date	08/2024
Next review date	08/2025
Review Cycle	Annual
Expiry date	September 2025
Version	1.1

CONTENTS

	Page
KEY CONTACT INFORMATION	3
Part 1: Safeguarding Policy	
Introduction	5
Aims and Definition of Safeguarding	6
The Designated Safeguarding Lead	7
Role of the Governing Body	11
Induction and Training	12
Online Safety	13
Safer Recruitment	14
Interaction with Pupils including Use of Reasonable Force	14
Raising Awareness with Pupils	14
Multi-Agency Work	15
Involving Parents and Carers	15
Definition of Early Help and Child in Need	16
Abuse, Neglect and Exploitation	16
Children with SEN and Disabilities	17
Looked After Children	17
Children Who Go Missing from Education & Children who are Absent from Education	18
Home Education	18
Part 2: Key Procedures	
Listening to Children – Dealing with a Disclosure of Abuse	19
Making a Referral	21
Concerns about a Child who has not Suffered, and is not at Risk of, Significant Harm	21
Children Potentially at Greater Risk of Harm	22
Reporting a Concern in the Event of School Closure	22
Allegations Against a Member of Staff, Supply Staff, Visitor, Volunteer, Contractor or Governor	22
Allegations Against Organisations or Individuals Using School Premises	26
Low Level Concerns	26
Allegations of Abuse by a Child Against Another Child (Child on Child Abuse)	27
Support for Staff following a Disclosure	27
What to do if you feel Unable to Raise an Issue	27
Visitors and Volunteers	28
Review (by the DSL and Governing Body)	28
Appendices	
Appendix 1: Definitions and Indicators of Abuse, Neglect and Exploitation	30
Appendix 2: Specific Safeguarding Issues (including sexual harassment & sexual violence)	31
Appendix 3: Radicalisation & the Prevent Duty	38
Appendix 4: Actions to be taken when there are Concerns about a Child: a flowchart	41
Appendix 5: Low Level Concern report proforma	42
Appendix 6: Commonly used Acronyms	43

KEY CONTACT INFORMATION

Designated Safeguarding Lead, Mental Health Lead & Prevent Lead	Sarah Shore-Nye	Internal 2024 External 0121 472 1834 s.shorenye@keschools.org.uk
Deputy Designated Safeguarding Lead	Helen Kavanagh	Internal 2012 External 0121 472 1834 he.kavanagh@keschools.org.uk
Second Deputy Designated Safeguarding Lead	Laurence Franco	Internal 2022 External 0121 472 1834 l.franco@keschools.org.uk
Head of School	Paul Arnold	p.arnold@keschools.org.uk 0121 472 1834
Chief Master & Principal	Kirsty von Malaisé	k.vonmalaise@keschools.org.uk 0121 4721834

Any person who has a concern but does not wish to speak to the school directly may contact any of the following people or agencies to report their concern and/or seek advice:

Named Liaison Governor for Safeguarding	Nandan Gautam	Foundation Office Edgbaston Park Road, Birmingham, B15 2UD Tel: 0121 415 6130
Chair of Governors	Olivera Raraty	Foundation Office Edgbaston Park Road, Birmingham, B15 2UD Tel: 0121 415 6130
Birmingham Safeguarding Children Partnership (BSCP) Children's Advice and Support Service/ MASH		Tel: 0121 303 1888 Emergency number: 0121 675 4806
Birmingham Children's Trust Designated Officer (LADO) Team		0121 675 1669 ladoteam@birminghamchildrenstrust.co.uk
DfE for non-emergency extremism concerns		Tel: 020 7340 7264 counter.extremism@education.gsi.gov.uk
Birmingham Schools Education Safeguarding Team		Educationsafeguarding@birmingham.gov.uk

King Edward VI High School for Girls
Safeguarding Policy

Police		Non-emergency tel: 101 Emergency tel: 999 West Midlands Police: Live Chat
NSPCC whistleblowing helpline		Tel: 08000280285 Whistleblowing Advice Line NSPCC

PART 1: SAFEGUARDING POLICY

INTRODUCTION

The safety and wellbeing of all our pupils at King Edward VI High School for Girls (KEHS) is our highest priority. Safeguarding and promoting the welfare of children 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 staff at KEHS should ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child and maintain an attitude that 'it could happen here'.

No single member of staff can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

We strive to know every pupil as an individual and to provide a secure and caring environment, so that **everyone can learn in safety**. We aim to build trusting relationships with students which facilitate open communication. We expect respect, good manners and fair play to be shown by everyone so that every student can develop to their full potential and feel positive about themselves as an individual. We understand that as a school we are in an important position to identify concerns early, provide help and prevent concerns from escalating.

The school adheres to the [Child Protection Procedures for the West Midlands](#) and gives due regard to the following documents:

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) (DfE September 2024) (KCSIE)
 - KCSIE also refers to the non-statutory advice for practitioners: [What to do if you are worried a child is being abused](#) (March 2015)
 - KCSIE incorporates the additional statutory guidance: [Disqualification Under the Childcare Act 2006](#) under the Childcare Act 2006
- [Working Together to Safeguard Children](#) (DfE December 2023) (guidance on inter-agency working to safeguard and promote the welfare of children)
- [Prevent Duty Guidance: for England and Wales](#) (March 2024) (Prevent)
- [The Education Act 2002](#) s175
- [Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE Nov 2018)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS March 2024)

-
- [Data Protection Act 2018](#) General Data Protection Legislation (2018)
 - [Behavior in Schools](#) DfE (Feb 2024)
 - [Searching, screening and Confiscation guidance](#) DfE (July 2022)

This policy should be read by all individuals working for the school, in conjunction with the KEHS Code of Conduct for Staff, the Whistleblowing Policy, the Online Safety Policy, the Staff Use of Social Media Policy, the Staff Acceptable Use of ICT Policy, the Pupils' Acceptable Use of ICT Policy, the Trips and Visits Policy, the Behaviour and Discipline Policy, the Anti-Bullying Policy, the Missing Pupil Policy, the Data Protection Policy, the SEND Policy, and the Recruitment, Selection and Disclosure Policy.

We recognise the expertise built up by staff working in the school and welcome suggestions from them with regards to this policy and our safeguarding arrangements.

AIMS AND DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined as:

- *Providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *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. (KCSIE 2024)*

In this definition, the term 'children' includes everyone under the age of 18.

To this end, we will ensure that arrangements are in place for:

- All reasonable measures to be taken to minimise the risks of harm to children's welfare;
- All appropriate actions to be taken to address concerns about the welfare of a child, or children, 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 this Policy and other policies relevant to safeguarding duties, and to undertake regular and rigorous training.

In order to protect children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to;
- Protect children from harm both within and outside school, including online;
- Identify children who may benefit from Early Help, providing help and support as soon as problems emerge;
- Recognise signs and symptoms of abuse;
- Respond quickly and effectively to cases of suspected abuse;
- Monitor and support children at risk;
- Use the curriculum to raise children's awareness of safeguarding, build confidence

and skills;

- Work closely with parent/carers and support external agencies;
- Seek advice from the Children's Advice and Support Service (CASS) where advice is needed regarding thresholds or where informal advice is needed in order to make a decision as to whether a girl or family needs help from an outside agency;
- Ensure that all adults within our school who have access to children have been checked as to their suitability in accordance with the guidance given in KCSIE and the Education (Independent School Standards) Regulations 2014;
- Be aware that a pupil may suffer abuse inflicted by another pupil or a group of pupils or child/ children who do not attend KEHS. In such cases of child on child abuse the same reporting procedures will be adhered to as when dealing with any other allegation of abuse and all appropriate action will be taken to ensure the safety and welfare of all children involved (including the child accused of abuse) with the advice of children's social care.

This Policy extends to any establishment our school commissions to deliver education to our pupils on our behalf, including alternative provision settings.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

Sarah Shore-Nye, Senior Deputy Head, is KEHS's Designated Safeguarding Lead (DSL), Prevent Lead and Mental Health Lead and has been fully trained for the demands of this role in child protection and inter-agency working. She is a senior member of the school's Leadership Team and has the appropriate status and authority within the school to carry out the duties of the post. She is given the time, funding, training, resources and support to enable her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The DSL has received Prevent awareness training and has completed the online Channel General Awareness training module, the Prevent e-Learning training module provided by the Home Office and ACT (Action Counters Terrorism- Protect UK) scenario-based training. She regularly attends courses and update sessions provided by the Local Authority and national bodies, to ensure that she remains conversant with best practice, and that KEHS policies and procedures are current and follow appropriate guidelines. The DSL undergoes formal refresher training every two years. She maintains close links with the BSCP. The DSL can be contacted on 0121 472 1834, internal no. 2024, or by email: s.shorenye@keschools.org.uk.

The Deputy DSL is Helen Kavanagh, Assistant Head Pastoral and member of the Leadership Team, who has also undergone the training of the DSL. The Deputy DSL undergoes formal refresher training every two years and carries out the activities of the DSL in the DSL's absence. She can be contacted on 0121 472 1834, internal no. 2012, or by email: he.kavanagh@keschools.org.uk.

The Second Deputy DSL is Laurence Franco. She is an experienced Head of Year and is also deputy SENDCo. She has undergone the full training of the DSL. She completes formal refresher training every two years.

Whilst the activities of the DSL can be delegated to the Deputy DSLs, the ultimate lead responsibility for child protection remains with the DSL.

The areas of responsibility for the DSL are set out below (taken from KCSIE Annex C):

Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners (police; health; local authority);
- liaise with the Head of School, and Chief Master & Principal as appropriate, to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations (this should include being aware of the requirement for children to have an Appropriate Adult present- PACE Code C)
- work with the Head of School and relevant strategic leads, taking responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children are experiencing, or have experienced and identifying the impact these issues might be having on children's attendance, engagement and achievement;
- as required, liaise with the "case manager" (as per Part Four of KCSIE) and the LADO at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENDCo) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that a child's needs are considered holistically;
- take lead responsibility for Filtering and Monitoring
- act as a source of support, advice and expertise for all staff and ensure that staff are supported through the referrals processes and that staff are supported to consider

how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support;

- ensure the school knows who of its cohort have or have had a social worker and maintain a culture of high aspirations amongst them, alongside supporting teaching staff to provide additional academic support or reasonable adjustments to help them reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact of children's educational outcomes;
- promote supportive engagement with parents/ carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children in social care to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs, those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;

-
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The DSL should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with school leadership staff.

Information sharing, record keeping and managing the child protection file

The DSL is responsible for ensuring the files are kept up to date. 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, the rationale, decisions reached and the outcome. Records should be kept confidential and stored securely.

Pre-September 2017, all child protection records were kept locked in the DSL's office and separated from routine pupil records. Each record included a Notice of Concern/Incident Form and all related notes. An Incident Book (containing consecutive numbers of Incident Forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSL receiving the report) was maintained and a note was placed on the child's school file, advising that further records are held by the DSL.

Post-September 2017, child protection notes are recorded and stored securely in CPOMS. Where there are copious paper notes relating to a child protection incident, these are not always copied into CPOMS but locked in the DSL's office and referenced in a CPOMS entry.

Access to child protection records is restricted to the DSL, her deputies, the Head of School and Chief Master and Principal. The DSL reviews records regularly so that any concerning patterns of behaviour can be spotted. Records are kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. If sending by post, pupil records will be sent by "Special/Recorded Delivery"; if sent electronically records will be password protected. For audit purposes, a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. Receiving schools and colleges should ensure key staff such as DSLs and SENCos or the named person are aware as required. The DSL will request confirmation of receipt from the new school.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time, the DSL or Deputy DSL is always available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally the DSL or her deputy is available in person, they may both be absent from school on occasion; in this case, staff are able to discuss any concerns with the named second Deputy DSL and, in addition to this, either the DSL or Deputy DSL would be available via mobile phone and/or email.
- During out of hours/out of term school activities, a member of the Leadership Team is always contactable via mobile phone in case of emergencies and either the DSL or Deputy DSL would be contactable via mobile phone and/or email for safeguarding concerns. If neither the DSL nor Deputy DSL is contactable, then any member of the Leadership Team would act upon any safeguarding concerns in accordance with this policy. All staff are given guidance about referring matters directly to children's social care where necessary

ROLE OF THE GOVERNING BODY

Whilst the Governors have appointed the DSL as the senior member of staff from the school's Leadership Team to take lead responsibility for safeguarding and child protection, the Governing Body retain a strategic leadership responsibility for the school's arrangements.

Nandan Gautam is the Liaison Governor for Safeguarding issues and is the nominated Governor for Looked After Children, previously Looked After Children, PSHE & RSE, and online safety. The Liaison Governor is responsible for liaising with the Head of School and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational. The Liaison Governor receives enhanced safeguarding training relevant to the governance role. All Governors receive training at induction, annually online and read the required sections of KCSIE. They are also aware of their obligations under the Human Rights Act 1998 and Equality Act 2010.

The Governors consider safeguarding and child protection issues in termly risk and compliance subgroup meetings, where the DSL presents safeguarding and pastoral care reports and data; trends, risks and actions school has taken are scrutinised. Governance also entails a review of this Policy and its procedures, including discussion of cooperation with local agencies and a review of the efficiency and effectiveness with which the related duties have been carried out (see also the 'Review' statement). This gives the Governors an opportunity to test and assure themselves that the safeguarding policies and procedures are robust. The Safeguarding Governor also holds additional meetings with the DSL and Deputy DSL during the academic year.

The Governors ensure that:

- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- the school's safeguarding arrangements take into account the procedures and practice of the BSCP, including understanding and reflecting local protocols for assessment and the referral threshold document; and
- the school contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.

The Governors have appointed the DSL as the senior member of staff from the school's Leadership Team to take lead responsibility for day-to-day safeguarding and child protection, including oversight of filtering and monitoring.

INDUCTION AND TRAINING

Every new member of staff and every new volunteer receives induction training that includes:

- This Safeguarding and Child Protection Policy
- The Whistleblowing Policy
- The Code of Conduct for Staff, the Staff Acceptable Use of ICT Policy and the Staff Use of Social Media Policy
- The role, identity and contact details of the DSL and the Deputy DSL
- The most recent version of Part 1 of KCSIE
- The Behaviour and Discipline Policy

All staff are required to confirm that they have read and understood the above and updated versions of these policies, amongst others, are sent annually to all staff; staff sign to say that they have read and understood them. Staff are actively encouraged to approach the Leadership Team if they feel there is an area of policy about which they are unclear. Any key changes to school policies are also shared with all staff through briefings.

We assist staff to understand and discharge their duties by providing safeguarding and child protection training at least annually, with regular updates (e.g. via staff meetings, emails or online) as necessary.

All staff who work directly with children complete a full online Child Protection in Education 11- 18 course (TES Develop) upon induction and meet with the DSL for more contextualised training on safeguarding at KEHS. All staff who work directly with children complete an annual online refresher (TES Develop) as well as attending an in-person training session, led by the DSL, at INSET each September. Those staff who do not work directly with children, for example Cleaning Staff, meet with the DSL as part of their induction and then receive annual in person training appropriate to their role.

Records of training are kept by the DSL.

Staff training is also provided in online safety and identifying those at risk of radicalisation. Additionally, the school will assess the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as child sexual exploitation, female genital mutilation, cyberbullying and mental health and ensure that staff have the skills, knowledge and understanding to keep children safe.

ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues and **should not be seen as a separate topic**. Time online is part of the everyday lived experience of all members of the school community. It is also important to acknowledge that many young people see very little distinction between their life on and offline and that whilst technology is beneficial to so many aspects of day-to-day life it can provide a platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate or harmful material

contact: being subjected to harmful online interaction with other users

conduct: personal online behaviour that increases the likelihood of, or causes, harm

commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams

We have a whole school approach to online safety, doing all we can to minimise the risk of children's exposure to harmful material through the school's IT system. As part of this we ensure that we have appropriate filtering and active monitoring systems in place (Smoothwall) which comply with the [Department for Education's standards for filtering and monitoring](#), have a clear Pupils' Acceptable Use of ICT, Mobile Phones and Electronic Devices Policy (AUP) which includes our expectations and management of pupil access to the internet, and we educate our whole school community in their use of technology. The Staff Code of Conduct, Staff Acceptable Use of IT & Social Media Policies also encourage safe and responsible use by all members of the school community. All staff are aware of the filtering and monitoring systems in place.

Online safety training for staff and pupils is integrated, aligned and considered as part of the overarching school aims, curriculum (notably through PSHE and Computing) and safeguarding approach. We reach out to parents to offer guidance and support on parenting in the digital age through our parent pastoral information events. Please read the Online Safety Policy for further information.

SAFER RECRUITMENT

KEHS follows the Government's recommendations for the safer recruitment and employment of staff, including those checks required under the Independent School Standards Regulations and statutory requirements for reporting anyone school ceases to use the services of because they are unsuitable to work with children or who resigns or ceases to provide their services to the school at a time when child protection concerns exist. See the school's separate Recruitment, Selection and Disclosure Policy for details of the school's procedures, including online searches of candidates. The Chief Master & Principal, Head of School, Bursars, Senior Deputy Head/ DSL, Deputy Head (Academic), Director of Sport and HR Manager have all completed appropriate training courses in Safer Recruitment. Mrs Amanda Smith is the member of the Governing Body who has undertaken training in Safer Recruitment. One of the above will be involved in all staff or volunteer recruitment processes and will sit on the recruitment panel.

When students are involved in off-site activities, assurance will be obtained that appropriate child protection checks and procedures are applied to any staff employed by the contracted organisation.

INTERACTION WITH PUPILS INCLUDING THE USE OF REASONABLE FORCE

New members of staff, Governors and volunteers are given copies of the School's Staff Code of Conduct and Behaviour Policy which include guidelines on Interaction with Pupils – including one-on-one teaching and use of reasonable force. Discussion of the procedures is part of our induction process. The DSL should always be informed if a member of staff has any concerns or if there has been an incident involving the use of force.

RAISING AWARENESS WITH PUPILS

KEHS acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of girls for the responsibilities of adult life and citizenship. As appropriate, the curriculum will be used to build resilience, emotional literacy and self-esteem, help students to keep safe and to know how to ask for help if their safety is threatened. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in the PSHE programme (which incorporates Relationships, Health and Sex Education), assemblies and Tutor time for discussion of safeguarding and child abuse in an age-appropriate way, in order to help students develop the confidence to recognise abuse and stay safe. Relevant issues are also addressed through other areas of the curriculum, for example, in Biology, Digital Learning, English and History.

As part of developing a healthy and safe lifestyle, students will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly and in accordance with English Law;
- to understand healthy relationships; boundaries and consent;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and wellbeing; including knowing when and where to get help;
- about stereotyping; prejudice & equality;
- body confidence and self-esteem;

-
- the concepts of, and laws relating to, sexual consent, sexual exploitation, sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based abuse such as forced marriage and FGM, and how to access support;
 - about online safety, including sharing nudes and semi-nudes, cyberbullying and the risks posed by people who use the internet and social media to bully, groom, abuse or radicalise others.

All pupils know that there are adults to whom they can turn if they are worried, including their Form Tutors, Heads of Year, the Director of Sixth Form, the Assistant Head Pastoral, the Senior Deputy Head, school-based Counsellors and School Nurse.

Every pupil has a planner which contains guidance on where to turn for advice, including details of confidential help lines and websites connecting to external specialists, such as Childline, Young Minds and the Samaritans.

We advise our Form Prefects of the importance of offering support and assistance to younger girls and to those who may be vulnerable and on the appropriate action that they should take if they discover that a girl is being bullied or abused. Form Prefects receive scenario-based training from the Assistant Head Pastoral before they begin their role.

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 or her Deputy, to the Children's Advice and Support Service (CASS). Where the child already has a 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 will participate in a strategy meeting, usually held on Teams, 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 (or other LA safeguarding partners); the school will ensure representation at appropriate inter-agency meetings such as urgent Strategy Meetings, Our Family Plan, Child In Need, Initial and Review Child Protection Conferences, Looked After Child and Personal Education Plan meetings 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 agencies working with the child.

INVOLVING PARENTS AND CARERS

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 parents may increase the risk of significant harm to the child.

Parents, guardians and carers will be made aware of this Policy through published information on the

school website and in initial communications with parents and carers of new pupils. A copy of this Policy is available on the school website.

DEFINITION OF EARLY HELP

Early help means providing support as soon as a problem emerges at any point in a child's life. All staff should be prepared to identify children who may benefit from early help and to support other agencies and professionals in conducting an early help assessment. In the first instance staff should discuss early help requirements with the DSL.

Any child may benefit from early help but staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

DEFINITION OF CHILD IN NEED

A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

In situations where a child has not suffered significant harm and is not at risk of suffering significant harm, but risk factors are present, or the child needs support from one or more agencies, the DSL will advise on early help and preventative work that can be done within school. An agreed member of staff will talk to the child's parents/carers, sharing the school's concern about the child's vulnerability and discussing how the family and school can work together to reduce the risk.

ABUSE, NEGLECT AND EXPLOITATION

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline

Abuse is always wrong and it is never the young person's fault. Part one of KCSIE defines four types of child abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

We recognise that staff of the school will often, by virtue of their day-to-day contact and knowledge of the children, be well placed to identify such abuse. Staff explore possible indicators of abuse in their safeguarding and child protection training.

All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. **Extra-familial harms** take a variety of different forms and children can be vulnerable to multiple harms including (but not to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. Equally, staff should pay due regard to the importance of understanding **intra-familial harms**, for example, offering necessary support for siblings following incidents involving abuse of another member of the family.

Staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Staff are aware that children with special educational needs and disabilities can face additional safeguarding challenges. They are aware of all pupils in school with SEND and know that additional barriers can exist when recognising abuse and neglect in this group of children, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers to identify whether action is required.

LOOKED AFTER CHILDREN

The most common reason for children becoming 'Looked After' is because of abuse. The DSL will appoint a designated member of staff to promote the educational achievement and wellbeing of a girl who is 'Looked After' should they join the school or become a LAC during their time at the school – this is likely to be the DSL or one of her deputies. The school will ensure that this member of staff is suitably trained and supported and has access to all relevant information about the care arrangements and support structure for the student. The designated teacher will also work with the virtual school head to promote the educational achievement of a LAC.

All staff are aware that looked after children and previously looked after children are a particularly vulnerable group. The DSL monitors the progress of such children carefully.

CHILDREN WHO GO MISSING FROM EDUCATION OR ARE ABSENT FROM EDUCATION

Our staff are aware that a child missing school, particularly repeatedly or for long periods or without explanation, is a potential indicator of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation, and child criminal exploitation- particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. School staff will be alert to these safeguarding concerns when a pupil goes missing or is absent for an extended period, or on repeat occasions. School attendance registers are carefully monitored to identify any trends. Action shall be taken in accordance with this Policy if any absence of a pupil from the school gives rise to a concern about her welfare.

The school will hold two or more emergency contact numbers for each pupil.

The school must notify the applicable local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for an extended period. Further advice can be sought from the Birmingham Education Safeguarding Team.

The school shall inform the applicable local authority of any pupil who is going to be added or deleted from the admission register at non-standard transition points in accordance with the requirements of the DfE document [Children Missing Education: statutory guidance for local authorities](#) (2024) and the Education (Pupil Registration) (England) Regulations 2006.

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing. Please see the school's separate Missing Pupil Policy for further details.

HOME EDUCATION

Where School becomes aware that a parent is considering home schooling the DSL/ Deputy DSL will endeavour to arrange a meeting with parents and any other key professionals working with the child, ideally before a final decision is made. It is vital that parents/ carers consider what is in the best

interests of the child. The pastoral team will also meet with the child individually to discuss their wishes and feelings in advance of meeting with parents/ carers. School will seek advice from the Education Safeguarding Team to ensure the decision making is rigorous and relevant safeguards are put in place.

PART TWO – KEY PROCEDURES FOR STAFF RESPONDING TO CONCERNS ABOUT A CHILD

Children may not feel ready or know how to disclose to someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or they may be being threatened. Staff must maintain their professional curiosity and share any concerns or observations with the DSL or her deputy.

LISTENING TO CHILDREN – DEALING WITH A DISCLOSURE OF ABUSE

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. They may come to talk to you without actually saying much. They may seem distant or hesitant and may start by talking about something small, something easier to talk about. It may be that it takes several conversations before they are willing to disclose. Always remind students they are in a safe space and support is available if they need to talk about anything else.

Any pupil may speak to any member of staff of their choice. It is important that the member of staff sets boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, a report should be made to the DSL following the procedure set out below.

If a pupil makes a disclosure about abuse, staff should:

- Stay calm
- Not communicate shock, anger or embarrassment
- Reassure the child. Tell them you are pleased that they are speaking to you and that they will be taken seriously. The child should never be given the impression that they are creating a problem by disclosing or that it is their fault
- Never promise confidentiality. Assure them 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
- Remember that children very rarely lie about abuse; they may have tried to tell others and not been heard or believed
- 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 they have a right to be safe and protected
- Not tell the child that what they have experienced is dirty, naughty or bad/ or suggest they should feel ashamed for making such a report

-
- Not make any comments or judgements about the alleged offender
 - Be aware that the child may retract what they have 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.

Staff should never:

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

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

Immediately afterwards:

You must not deal with this yourself. If a disclosure of abuse is made, if a member of staff has reason to believe abuse has occurred, if a child is at risk of suffering significant harm, or if a child is in danger, the member of staff must report it immediately in accordance with the procedures set out in this Policy. See Appendix 4 for a flow chart setting out the process. It is vital that the DSL (or deputy) is informed as soon as possible.

If the disclosure involves a member of staff, contractor, volunteer, visitor or Governor follow the procedures set out for dealing with allegations against staff. If it does not involve any of these people, a referral should be made to children's social care (and, if appropriate, the police) immediately. It will usually be the DSL or her deputy who makes the referral. However, **anyone can make a referral**. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, and will then take the lead in managing external agencies and liaising with other staff as appropriate. Any reports of abuse involving a child with SEND will require close liaison with the SENDCo.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing, usually through an entry to CPOMS. All staff must be aware of the high level of confidentiality of written records and individual staff members should pass all notes, signed and dated, to the DSL. The DSL and her deputy should be alerted to any child protection information added to CPOMS.

MAKING A REFERRAL

Referrals for children living in Birmingham will be triaged by the Children's Advice and Support centre, known as CASS (or sometimes referred to as MASH: multi agency support hub). Relevant contact information is set out on page 3. If the referral is made by telephone, this should be followed up in writing, using the appropriate referral form, if requested by staff at the Children's Advice and Support Centre. Using the language of needs from the BSCP document [Right Help Right Time](#) will ensure that communication is clear.

Confirmation of the referral, and details of the decision as to what course of action will be taken, should be received from the local authority within one working day. If this is not received, the DSL (or the person who made the referral) should contact children's social care again.

If, after a referral, the pupil's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the school will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly.

The NSPCC document: [When to Call the Police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Important note: Procedures detailed assume the child in question has a home address within the area covered by Birmingham Children's Services. If the child in question lives outside this area, then the appropriate LSCB or LSCP should be consulted and their procedures followed. The online tool: [Report Child Abuse to Your Local Council](#) allows you to search for the appropriate contact using a child's postcode.

CONCERNS ABOUT A CHILD WHO HAS NOT SUFFERED, AND IS NOT AT RISK OF, SIGNIFICANT HARM

Where a member of staff has concerns about the welfare of a child who has not suffered significant harm and is not at risk of significant harm, they should discuss their concerns with the DSL or Deputy DSL immediately and agree a course of action.

Where unmet needs have been identified for a child utilising the [Right Help Right Time](#) model, but there is no evidence of a significant risk, the DSL will support school staff to deliver an appropriate Early Help response.

In the first instance the child will be enabled to express their lived experience. This can be documented in an appropriate format such as the '3 Houses' and added to the child's file. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs.

Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required to meet the unmet safeguarding need, the DSL will develop a school-based strategies with the child and parent/carer as appropriate. This school-focused strategy will then be regularly reviewed by the DSL and HoY and CPOMS records will be updated to record progress.

Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required 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. The DSL will seek advice from the Children's Advice and Support Service (CASS) as required.

Each case should be kept under review. An initial referral to Early Help does not prevent a further referral to children's services if the child's situation does not improve. If a child and/or parent refuses to consent to an Early Help assessment, then the DSL would seek advice from CASS.

CHILDREN POTENTIALLY AT GREATER RISK OF HARM

KCSIE reminds of the need to pay particular regard to the needs of children who have an allocated social worker (due to safeguarding or welfare needs) as well as those who have mental health problems. It is also important to recognise the additional risks and vulnerability factors for LGBT children. LGBTQ+ children are at greater risk of some types of abuse. For example, they might experience homophobic, biphobic or transphobic bullying or hate crime. They might also be more vulnerable to or at greater risk of sexual abuse, online abuse or sexual exploitation. When supporting a gender-questioning child, school will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (unless there are circumstances which mean involving parents would constitute a significant risk of harm to the child).

KEHS fosters strong relationships between each student and their Tutor and Head of Year. We actively promote EDI and are inclusive in approach. These close relationships enable students to seek support from a trusted adult as required. The Deputy DSL oversees EDI work in the school.

Staff should also show vigilance for any signs of safeguarding issues or concerns when a pupil is absent from school for an extended period.

REPORTING A CONCERN IN THE EVENT OF SCHOOL CLOSURE

Where staff have a concern about a child during a period of school closure they should continue to follow the process outlined in the Policy. The DSL or her deputies will be available via email and can arrange a phone call to discuss. There is also the option of making a report through CPOMS, which can be done remotely. To do this, log on to kevigirls.cpoms.net.

ALLEGATIONS AGAINST A MEMBER OF STAFF, SUPPLY STAFF, VISITOR, VOLUNTEER, CONTRACTOR OR GOVERNOR

The school's procedures for dealing with allegations against staff, visitors, volunteers, contractors and

governors will follow Part 4 of KCSIE.

Children 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. See also the school's separate Whistleblowing Policy.

The school's procedures for dealing with allegations made against staff will be used where the member of staff, supply staff, Governor, visiting professional, contractor or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she might pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside school hours/ premises)

The LADO team will be informed immediately, and in any event within one working day, of all allegations that come to the school's attention and appear to meet the criteria. Advice from the LADO team (0121 675 1669) will be sought in borderline cases. Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances warrant suspension or whether alternative arrangements should be put in place; due weight will be given to the views of the LADO team, and direction in KCSIE, when making this decision.

Any allegations not meeting the criteria for a report to the LADO team will be dealt with in accordance with the school's low level concerns procedure.

The reporting requirements for allegations against a teacher, the Head of School, the Chief Master & Principal, Governor, volunteer, contractor or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his/her concerns with the DSL and making a referral via her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

Reporting an Allegation against Staff (other than the Head of School and Chief Master & Principal), Supply staff, Visitors, Contractors and Volunteers

- All child protection allegations relating to staff (including the DSL), supply teachers, visitors, contractors and volunteers, must be reported directly to the Head of School (or Chief Master & Principal if the Head of School is unavailable) without informing the subject of the concern/allegation.
- In the Head of School or Chief Master & Principal's absence, the Liaison Governor for Safeguarding should be informed.
- The Head of School/ Chief Master & Principal/ Liaison Governor for Safeguarding will immediately inform the LADO (local authority designated officer) team who will decide on any action required.
- No investigations of the allegations will be undertaken without prior consultation with the LADO team and, in the most serious cases, the police.

-
- In no circumstances should school decide to cease using a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO. Supply agencies should be fully involved and co-operate in any enquiries from the LADO, police and/ or children's social services. The school should usually take the lead as supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. When using an agency, school should inform the agency of its process for managing allegations and keep them up to date with information about its policies.

Reporting an Allegation against the Head of School or Chief Master & Principal

- Any complaint or concern of a child protection nature received by any person and relating to the Head of School or Chief Master & Principal must be passed in confidence to the Chair of Governors without first notifying the Head of School or Chief Master & Principal.
- In the absence of the Chair of Governors, the Liaison Governor for Safeguarding should be informed.
- The Chair of Governors / Liaison Governor for Safeguarding will immediately inform the LADO team who will decide on any action required.

Reporting an Allegation against a Governor (other than the Chair of Governors)

- Where an allegation is made against any Governor other than the Chair of Governors, the matter should be reported immediately to the Chair of Governors or the Liaison Governor for Safeguarding.
- The allegation will be discussed immediately with the LADO team who will decide on any action required.
- Where appropriate, the Chair of Governors will consult the Liaison Governor for Safeguarding, and vice versa.

Reporting an Allegation against the Chair of Governors

- Where an allegation is made against the Chair of Governors, the matter should be reported immediately to the LADO team who will decide on any action required.

If it is not possible to report to the Head of School, Chief Master & Principal, Chair of Governors or Liaison Governor for Safeguarding, in the circumstances set out above, a report should be made immediately to the DSL or, if she is unavailable, the Deputy DSL. The DSL will act in accordance with these procedures and will, as soon as possible, inform the Head of School, Chief Master & Principal or, where appropriate, the Chair of Governors and the Liaison Governor for Safeguarding.

Action by the School

School must consider two aspects when an allegation is made: looking after the welfare of the child[ren] and supporting the person subject to the allegation. The Parents of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, BSCP, or by any disciplinary process. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The school will act in accordance with Part 4 of KCSIE and the school's employment procedures.

In relation to allegations against a member of staff, the Head of School, Chief Master & Principal or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only, subject to the advice of the Birmingham Children's Trust Designated Officer Team (LADO).

Malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head of School, in consultation with the Chief Master & Principal, will consider whether to take disciplinary action in accordance with the school's Behaviour and Discipline Policy.

Where a parent has made a deliberately invented or malicious allegation the Head of School, in consultation with the Chief Master & Principal, will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the guidance in respect to safe conduct as set out in the school's Code of Conduct for Staff.

Records

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The school will retain all records concerning allegations of abuse at least until the accused has reached normal pension age or for 10 years from the date of the allegation if that is longer.

ALLEGATIONS AGAINST ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

School may receive an allegation relating to an incident that happened when an individual or organisation was using school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow its safeguarding policies and procedures, including informing the LADO.

LOW LEVEL CONCERN REPORTING

All schools are required to keep records of low level concerns raised about members of staff, including supply staff, volunteers and contractors. The term 'low level' does not mean that it is insignificant. 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 may have acted in a way that is inconsistent with the code of conduct (including inappropriate conduct outside of work) but the concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. If unsure as to whether the information meets the harm threshold the DSL or Head of School will contact the LADO for advice.

Examples of low level concerns might include:

- Being over friendly with children
- Having favourites
- Taking photographs of children on a personal mobile phone
- Choosing to engage with a child on a one-one basis in a secluded area
- Using inappropriate sexualised, intimidating or offensive language
- Humiliating pupils

Low level concerns about a member of staff should be reported to the DSL or Head of School. If the concern is initially raised with the DSL she will inform the Head of School in a timely fashion. All low level concerns and actions taken will be recorded in writing, using a standard proforma (see appendix 5). If the individual sharing the concern wishes to remain anonymous on the written record that will be respected as far as possible. If the concern has been raised via a third party, the Head of School (or nominated deputy) should collect as much evidence as possible by speaking directly to the person who raised the concern (unless raised anonymously) and to the individual involved and any witnesses. If the concerns relate to supply staff or contractors, the Head of School should notify their employers.

Records will be stored securely and reviewed regularly so that potential patterns of concerning behaviour can be identified. It is recommended in KCSIE that records are retained at least until the individual leaves the school.

If the member of staff about whom a low level concern has been raised works at King Edward's School as well as KEHS, the DSL or Head of School will need to inform them of the concern and any action which has been taken.

KCSIE is clear that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example misconduct or poor performance; a low

level concern which relates exclusively to safeguarding will not be referred to in a reference.

Sharing low level concerns with the DSL and Head of School is an important part of our whole school approach to safeguarding. We aim to embed a culture of openness, trust and transparency and ensure that the values and expected behaviour set out in the KEHS Staff Code of Conduct are constantly lived, monitored and reinforced by all staff. Further guidance on staff obligations and responsibilities, along with best practice when working with pupils, can be found in the KEHS Staff Code of Conduct.

ALLEGATIONS OF ABUSE BY A CHILD AGAINST ANOTHER CHILD (CHILD ON CHILD ABUSE)

The school's Behaviour and Discipline Policy and the Anti-Bullying Policy make clear the expectations on pupils of acceptable behaviour towards other pupils and the actions that will be taken when behaviour falls short of expectations.

All staff are aware that children can abuse other children from within or outside their own school community. Such child on child abuse is unacceptable and always taken seriously. It is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence and sexual harassment, upskirting, down-blousing, sharing of nudes and semi-nudes (sexting) and initiation/hazing type violence and rituals. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' as a result of a child on child incident, it is addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff must report it to the DSL who will take advice from BSCP. All children involved will be treated as being 'at risk'. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. It may also be the case that a friend makes the report or that a conversation is overheard which causes concern. As with all safeguarding issues, if staff have any concerns about a child's welfare they should act on them immediately rather than wait for a disclosure.

We never consider child on child abuse as 'banter', 'just having a laugh' or 'part of growing up'. We recognise that girls are more likely to be victims of child on child abuse and boys more likely to be perpetrators.

When dealing with cases involving the sharing of nudes and semi-nudes (sexting), we give due regard to the DfE guidance [Searching, screening and confiscation](#) and to the guidance document [Sharing nudes and semi-nudes: how to respond to an incident](#) (UKCIS). All staff are aware that they should not view or forward illegal images of a child.

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. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. The school will work in partnership with parents / carers and other agencies as appropriate. Further advice, guidance and risk assessments can be found in the BCC guide [Children who pose a risk to children](#). Please also see Appendix 2 for further information.

SUPPORT FOR STAFF FOLLOWING A DISCLOSURE

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 will be available from the DSL and Head of School and from the [Education Support](#) helpline and Employee Assistance programme.

WHAT TO DO IF YOU FEEL UNABLE TO RAISE AN ISSUE

We hope that all staff and volunteers feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and we endeavour to create an ethos where they are confident that concerns will be taken seriously. The Whistle Blowing Policy should be consulted for more details.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them as below:

- General guidance can be found at <https://www.gov.uk/whistleblowing>
- The [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns internally or have concerns about the way a concern is being handled by the school.

VISITORS AND VOLUNTEERS

The school takes all practicable steps to ensure that school premises are as secure as circumstances permit.

All visitors are asked to read a summary of our safeguarding procedures as they sign in at Reception. This invites them to request a meeting with the DSL if they have any concerns about the welfare of a pupil during their visit.

The school actively encourages the use of visiting speakers to enrich the experiences of pupils and staff and to stimulate debate. However, staff must ensure that visiting speakers are suitable and appropriately supervised in accordance with the Visitor and Visiting Speaker Policy and the Recruitment, Selection and Disclosure Policy. In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

Members of the Parents Association, who visit during school hours, must sign in with Reception. They should wear a visitor lanyard plus a PA badge showing their name. These badges will be stored in Reception. These visits will usually be arranged in advance to ensure an appropriate member of staff is on hand to help and supervise.

REVIEW

Any child protection incidents at the school will be followed by a review of our safeguarding procedures and a prompt report to the Governors. Where an incident involves a member of staff, the LADO Team will be asked to assist in this review to determine whether any improvements can be made to the school's procedures.

The DSL will ensure that this Policy is reviewed annually, and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. The DSL will update the Leadership Team regularly on the operation of the school's safeguarding arrangements.

The Governing Body will undertake an annual review of this Policy and the school's safeguarding procedures. The Governing Body will receive annually a report on:

- Developments in child protection policy and procedures,
- Training undertaken by the DSL, other staff and the Governing Body,
- Referral information,
- Issues and themes and how they were handled,
- The contribution the school has made to multi-agency working in individual cases or local discussions on safeguarding issues.

The Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO team.

The Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

The DSL maintains close links with the DSL at King Edward's School to share good practice and liaise where incidents involve siblings or relate to students at both schools. The DSL also meets regularly with the Liaison Governor for Safeguarding and the Foundation engages an independent auditor, annually, to review procedures and practices to ensure the highest standards are maintained.

APPENDIX 1

DEFINITIONS OF ABUSE, NEGLECT AND EXPLOITATION

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (peer on peer abuse).

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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 maltreatment of a child, although it may occur alone.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result 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 care-givers); or ensure access to appropriate

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation: Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males, females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation, as well as being physical, can be facilitated by and/or take place online.

Modern slavery encompasses human trafficking and slavery, servitude or compulsory labour. Exploitation can take many forms, including forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery and how to use the National Referral Mechanism (NRM) can be found at [Modern slavery: how to identify and support victims](#).

APPENDIX 2: SPECIFIC SAFEGUARDING ISSUES

Some **specific** safeguarding issues are covered below. Annex B of KCSIE contains important additional information about other specific forms of abuse and safeguarding issues, such as child abduction, community safety incidents, county lines, children and the court system, children with family members in prison and cybercrime and provides useful links to more detailed guidance.

Contextual safeguarding: safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

CHILD ON CHILD ABUSE

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying), prejudice-based and discriminatory bullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

-
- abuse in intimate personal relationships between peers;
 - 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;
 - sexual violence, such as rape, assault by penetration and sexual assault;
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
 - Upskirting or down-blousing, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any gender, can be a victim;
 - consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as youth produced sexual imagery), including sending or requesting such images, and
 - initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse and **remain aware that child on child abuse often includes an online element which facilitates, threatens and or encourages**. Disclosures of child on child abuse or suspected child on child abuse should be dealt with as any other safeguarding concern and action taken immediately.

Child on Child sexual violence and sexual harassment

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities are also three times more likely to be abused than their peers.

Any suspected case of child on child sexual violence or sexual harassment must be reported immediately to the DSL who will handle it in accordance with Part Five of KCSIE. All students are aware of how to report incidences of such behaviour and regular treatment of the topic features in the PSHE curriculum and in year group assemblies. A log of incidents and a heat map of the school site are maintained by the DSL, as well as individual CPOMS records. The school has its own dedicated action plan for tackling sexual harassment, violence and misogyny.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. The following information from paragraph 480 and 481 of KCSIE provides guidance if this is the case:

There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or a deputy), who should consider the following:

- *parents or carers should normally be informed (unless this would put the victim at greater risk)*
- *the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and*

• *rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.*

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

Sexual harassment

When referring to **sexual harassment** we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside school. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberately brushing against someone or displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, including consensual and non-consensual sharing of nudes and semi-nudes images and or videos (taking and sharing nude photographs of under 18s is a criminal offence);
- sharing of unwanted explicit content;
- Upskirting/ down-blousing;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Sexual violence

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.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. The age of consent is 16 (a child under 13 can never consent to any sexual activity). Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

SERIOUS VIOLENCE

Indicators which may signal that children are at risk from, or involved with serious violent crime may include increased absence from School, change in friendships or relationships with older individuals or groups, a significant decline in performance or wellbeing, signs of self-harm or assault, or unexplained injuries. Unexplained gifts or new possessions could also indicate association with individuals connected with criminal networks or gangs.

DOMESTIC ABUSE

The Domestic Abuse Act 2021 received Royal Assent in April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members.

Birmingham Local Authority, Birmingham City Council Education Safeguarding Team and West Midlands Police are working alongside Birmingham Children's Trust to launch Operation Encompass

across all schools in the Birmingham local authority. Operation Encompass works to ensure that schools are informed in a timely fashion when Police have been called to incidents of domestic abuse, thus ensuring that children can be provided with appropriate support during their time in school. The DSL has completed training in the Operation Encompass system and will manage reports and communicate information to colleagues as appropriate.

CHILD ABUSE LINKED TO FAITH AND BELIEF

This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Such beliefs are not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others. Not all those who believe in witchcraft or spirit possession harm children.

The number of cases of child abuse linked to a belief in spirits, possession and witchcraft is small, but where it occurs the impact on the child is great, causing much distress and suffering to the child. It is likely that a proportion of this type of abuse remains unreported. Any member of staff who has concerns should speak to the DSL without delay, following the procedures laid out in this policy.

SO CALLED “HONOUR BASED” ABUSE (*including Female Genital Mutilation and Forced Marriage*)

So called ‘honour-based’ abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

All teachers are subject to a mandatory reporting requirement in respect of FGM. 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 personally report it to the police. The teacher should also discuss the matter with the DSL.

If a teacher at the school has reasons to **suspect** that an act of FGM has been carried out or is going to be carried out, s/he must discuss the situation with the DSL, who will follow the school's normal safeguarding procedures and will consult children's social care as appropriate.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. Since February 2023 it is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or other forms of coercion are not used. As with existing forced marriage rules, this also applies to non-binding, unofficial 'marriages' as well as legal marriages.

Some warning signs that forced marriage may be about to take place, or may have already taken place are:

-
- signs of anxiety, stress or depression
 - emotional withdrawal
 - low self-esteem
 - self-harming
 - sudden decline in performance, motivation and aspirations
 - frequently absenting themselves from lessons
 - conflict with parents about further education choices and destinations

Staff should speak to the Designated Safeguarding Lead if they have any concerns. Further information and guidance for schools can be found in the government document [Multi-agency statutory guidance for dealing with forced marriage](#).

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 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.

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 school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

HOMELESSNESS

Being homeless, or being at risk of homelessness, presents a real risk to a child's welfare. The DSL should be informed of any child facing such a risk so that appropriate action can be taken, communicating with the Local Authority to raise/ progress concerns where necessary. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion

from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the DSL (or deputy) should ensure appropriate referrals are made based on the child's circumstances.

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Guides have been created to support children experiencing court proceedings: [5-11 year olds](#) and [12-17 year olds](#). For parents making arrangements via the family courts following separation, the Ministry of Justice has also launched an online child arrangements information tool with clear and concise information on the dispute resolution service: [Get help with child arrangements - GOV.UK \(justice.gov.uk\)](#).

MENTAL HEALTH

The Senior Deputy Head (DSL) is the Mental Health Lead at KEHS. All members of the pastoral team have received Youth Mental Health First Aid training.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a non-immediate mental health concern about a child they should speak to the relevant Head of Year and record on CPOMS. The HoY will then lead on the provision of appropriate support, overseen by the DSL or DDSL. Staff should contact the DSL, without delay, if a child is at risk of immediate harm.

APPENDIX 3: RADICALISATION & THE PREVENT DUTY

SAFEGUARDING PUPILS FROM RADICALISATION

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school safeguarding approach. **Extremism** is: the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedom of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. **Terrorism** is 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.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent duty is part of schools' and colleges' wider safeguarding obligations. Further information can be found in the [Prevent Duty Guidance: for England and Wales](#)

Risk reduction

The school governors, the Chief Master & Principal, Head of School and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments include consideration of the school's RS curriculum, SEND Policy, assembly protocols, use of outside speakers, the use of school premises by external agencies, Anti-bullying Policy and other issues specific to the school's profile, community and philosophy. To this end, due diligence checks are undertaken on all external speakers invited into our school.

The school is required to identify a Prevent Lead who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The Prevent Lead for KEHS is the DSL (Sarah Shore-Nye).

We use specialist software for filtering and monitoring to ensure pupils are safe from terrorist and extremist materials when accessing the internet on school devices and to ensure that inappropriate sites are not accessed.

Staff of the School are aware of their responsibilities under the Prevent Duty and have been trained on the possible indicators of vulnerability to radicalisation such as changes in a child's behaviour or attitude. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they speak to the Prevent Lead/ DSL.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. In Birmingham, the Channel programme 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.

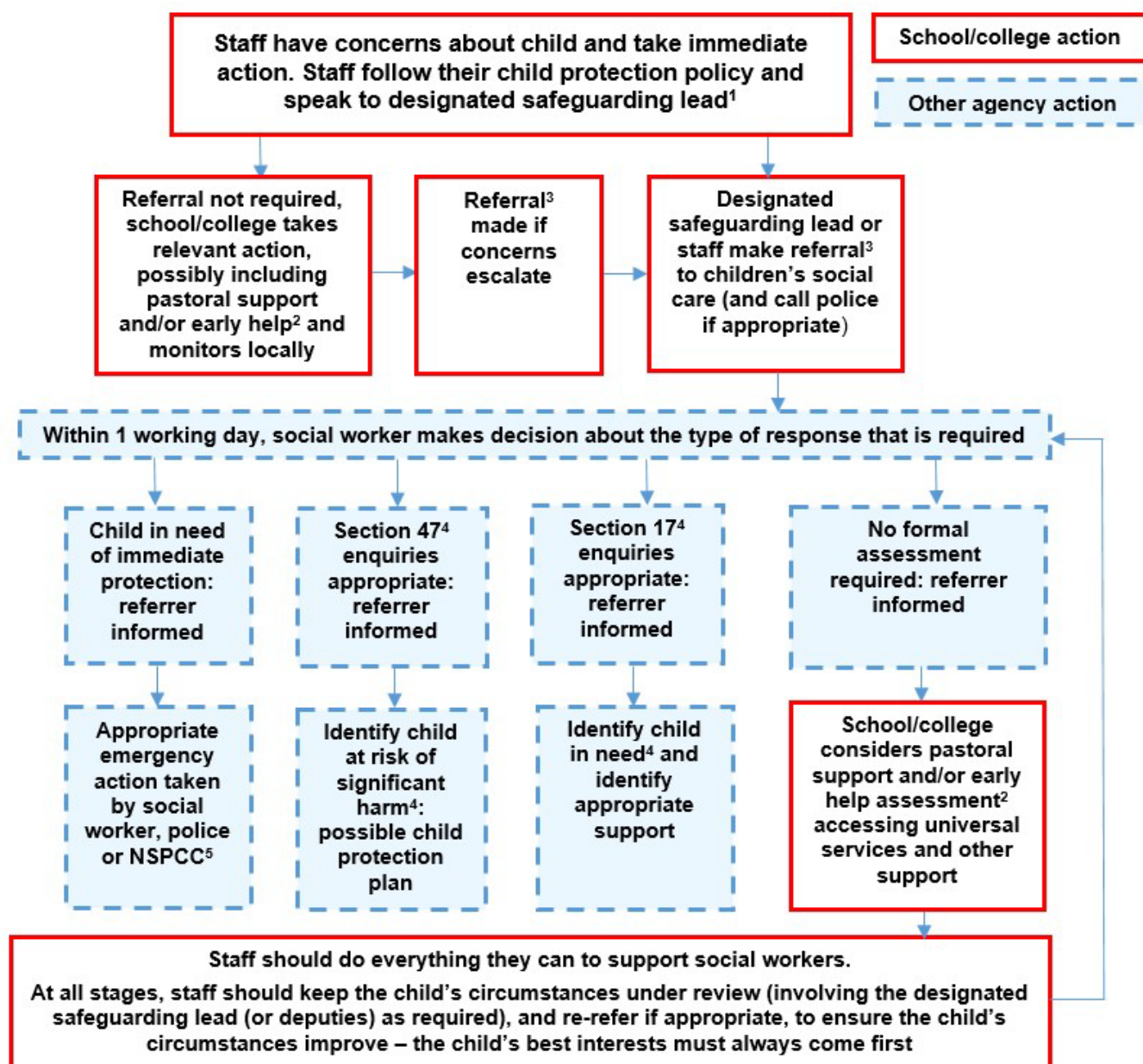
The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation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

Roles and responsibilities of the Prevent Lead

The Prevent Lead for KEHS is the DSL, Sarah Shore-Nye, who is responsible for:

- Ensuring that staff of the school are aware who is the Prevent Lead in relation to protecting students from radicalisation and involvement in terrorism, ensuring there is one clear point of contact and that the risk assessment is regularly reviewed;
- 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 KEHS in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RS curriculum and assembly protocols 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, including completing referrals for CASS and Prevent screen tool documents;
- 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 4: Actions where there are concerns about a child (KCSIE 2024)



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#). ⁵ This could include applying for an Emergency Protection Order (EPO).

APPENDIX 5

LOW LEVEL CONCERN REPORT

Member of staff to whom the concern relates:	
Name of individual sharing the concern*:	
Date concern raised with Head of School:	

Details of the concern:

Context in which the concern arose:

Action taken:

Signature of Head of School	
Date of completion of record	

**If the individual wishes to remain anonymous then that should be respected as far as reasonably possible. (KCSIE)*
Further information on low level concerns can be found in Part Four, Section Two, of *Keeping Children Safe in Education*.
The Head of School (and DSL as appropriate) will review the record regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and acted on accordingly.

APPENDIX 6: Glossary of acronyms

When liaising with external agencies staff may find the use of acronyms/ terminology confusing. The guide below is designed to ensure that this does not impede communication.

BSCP	Birmingham Safeguarding Children Partnership
CASS	Children’s Advice and Support Service (sometimes known as MASH)
CCE	Child Criminal Exploitation
CME	Child Missing Education
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
EH	Early Help
EHE	Elective Home Education
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HSB	Harmful Sexual Behaviour
KCSIE	Keeping Children Safe In Education: a statutory document which is updated annually
LADO	Local Authority Designated Officer
MASH	Multi Agency Support Hub (CASS)
PACE	Police and Criminal Evidence Act
Section 17	The category used for a Child in Need
Section 47	A Child Protection investigation. This can be joint (for example Police and Children’s Services) or single agency
WT	Working Together to Safeguard Children