



Waverley Studio College Safeguarding Policy – including Child Protection

PART ONE

INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school. 'Everyone working in or for Waverley Studio College shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our all through school setting.

SCHOOL COMMITMENT

Waverley Studio College is committed to Safeguarding and Promoting the Welfare of all of its students/pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students/pupils.

AIMS

This policy will contribute to safeguarding our pupils/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation

This policy will contribute to supporting our pupils/students by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our pupils/students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

Waverley Studio College pays full regard to current DFE guidance 'Keeping Children Safe in Education' (April 2014), 'Working Together to Safeguard Children' (2013) and the procedures of the Birmingham Safeguarding Children Board. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS is obtained for all new appointments to our school's workforce through staffing personnel and payroll.
- this school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff .
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- all staff must comply to the Childcare (Disqualification) Regulations 2009 and sign a declaration form, stating that they are not disqualified and that, to their knowledge, a disqualified person does not live or work in their household.
- all staff are also required to sign a declaration to confirm that they have read Part one of the Keeping Children Safe in Education (April 2014) guidance.
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA.

Kamal Hanif – Executive Head Teacher has undertaken the National College for School Leadership Safe Recruitment training (www.ncsl.org.uk) and will be involved in staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

The SLT have undertaken DFE Safer Recruitment Training, one of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

2. Safe Practice

Safe working practice ensures that students/pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for students/pupils

All students/pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students/pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

All students/pupils know that we have a senior member of staff with responsibility for child protection and know who this is.

We inform students/pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Students/pupils are informed via PSHE Drop Days, Assemblies, Tutor Activities, Planners, Poster Campaigns,

Students/pupils are consulted with and listened to via Student Council, Pupil Surveys, Online surveys and through evaluation and monitoring of Teaching and Learning at Whole School Level.

4. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Waverley Studio College will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 - Action by Designated Senior Lead)

We encourage parents to discuss any concerns they may have with the school

We make parents aware of our policy via the school website and parents are made aware that they can view this policy on request.

5. School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Safeguarding Children Board) and refresher training at 2 yearly intervals.

The Principal, nominated Governor and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually. In addition to the nominated Governor, members of the Governing Body will be invited to participate in further training.

All staff will have read part one of Keeping Children Safe in Education and will have signed the declaration.

All staff should be aware of the guidance issued by BSCB in Right Services Right Time and Early Help.

All staff (including temporary staff and volunteers) are provided with the school's child protection procedures and informed of school's child protection arrangements on induction.

We are further committed to the development of cohesive communities and prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments. All staff undertakes Prevent training.

6. Support, Advice and Guidance for Staff

Staff will be supported by the designated Safeguarding officer, LA and professional associations.

The designated senior person for Safeguarding/Child Protection will be supported by the Head Teacher and Nominated Governor.

7. Children Missing from Education

The school follows the LA procedures for "Safeguarding Pupils Missing from School". Where children are on roll at Waverley and do not turn up, the school will make reasonable enquiries into their whereabouts this will be dictated by the level of concern for the pupil. It may be the case is referred immediately to the Child Missing Education Team and the Police or Children's Social Care or just to the CME team once the reasonable enquiries are complete. The school will then be advised by them if and when we can take the child of roll.

8. Confidentiality

School has regard to "Information Sharing: Practitioner's guide" HM Government, 2006 www.ecm.gov.uk/deliveringservices/informationsharing "Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

9. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.) if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P
- any other factors which may impact on the safety and welfare of the child

10. Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a Safeguarding policy that includes child protection and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputies);
- staff undertake appropriate child protection training;
 - Prevent Training
 - That there are named school contacts and links with the Counter Terrorism Unit Officer
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Our Principal will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Child Protection

It is the school's policy to comply fully with the Inter-agency procedures drawn up by the Birmingham Safeguarding Children Board.

Whilst the prime focus of Waverley Studio College is to secure the best educational provision for the child, Waverley Studio College recognises that the safety and welfare and care of children is paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted in our care at all times.

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 are made aware of this policy.

We recognise that some children might be the victims of neglect, physical, sexual or emotional abuse. 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 and offer support to children in need.

In order to protect our children we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Be alert to signs and indicators of possible abuse (see Appendix One)
- Respond quickly and effectively to cases of suspected abuse
- Tackle homophobic, racist, sexist, xenophobic and Islamophobic bullying.
- Recognise when views of individuals may cause concern and prevent extremism
- Respond quickly and effectively to cases of suspected FGM, Forced marriage and Trafficking
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parents/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability

Waverley Studio College will support children by:

- Encouraging self-esteem and appropriate self-assertiveness whilst not: condoning aggression, bullying or extremism behaviour or ideologies
- Promoting a caring, safe and positive environment within the school
- Liaising with other support services
- Notifying Social Care Services through the approved mechanisms as soon as there is a significant concern
- Notifying CTU of any concerns
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school

Designated Personnel:

Alison Johnson – Designated Senior Lead for Child Protection (1)

Elizabeth Barlow – Designated Senior Lead for Child Protection (2)

Sofia Darr – Principal

Kamal Hanif – Executive Head Teacher

David Worledge – Nominated Governor

All concerns should be passed to the Designated Senior Lead (DSL). It is the responsibility of the DSL to ensure:

- (1) That consistent and accurate information is passed to the NSPCC, CTU or Social Services;
- (2) That, in school, the LA guidelines and Safeguarding legislation and guidance are followed and that the staff involved receive the appropriate advice and support;
- (3) That the child meets with a sensitive and caring response encompassing the greatest confidentiality and FULL BELIEF in what the child is disclosing.

IDENTIFICATION

Indicators of possible abuse can be physical, behavioural or interactional (concerning relationships within the family) and they can be a combination of these. A prescriptive list cannot sensibly be produced but as examples the following have been recognised as indicators when occurring in combinations

Further Information provided in Appendix One

Physical	Behavioural	Interactional
Bruises and scratches	Truancy	Assuming an adult role
Loss of appetite	Pornographic drawings	Distorted parent/child relationship
tiredness	Stealing	Inappropriate sleeping arrangements
Stomach pains	Regular avoidance of PE	Withdrawal
Genital/anal soreness	Extremes of behaviour	Extremist beliefs/opinions

1. PROCEDURES FOR ALL STAFF (Teaching and support staff)

Further information provided in Appendix two

(1) Ensure that you are familiar with all Guidelines.

(2) If you suspect Child Abuse, Extremist behaviour/beliefs or a child informs you consciously or by accident

(i) You must inform DSL immediately.

(ii) Where a child has confided in you, make it clear that, while you will offer every support and not disclose the details of the case, you will have to seek further advice.

(iii) DO NOT question the child. In a recent case, police charges against the perpetrator had to be dropped because a well-meaning teacher asked the child leading questions. Also the child should not be expected to re-live unpleasant experience more than once and so should be asked the least number of questions by the least number of people.

(iv) Make accurate notes of what was said, but do not probe. Record information verbatim using actual words of the child, noting any questions the child raises.

(v) Incident Report forms are held in Student Reception, and in each Mini School Office and Staff Room

(vi) Note dates, times, who is present, positions in the room, anything factual about the child's appearance.

(vii) Pass the notes to the DSL.

Where a child confides in you, you may well be further involved in support of the child with guidance from the NSPCC. Should you feel that you do not wish, or are unable, to be involved:

- (a) sensitively stop the child from telling you more.
- (b) do not reject the child.
- (c) say you wish to help by contacting someone better qualified.
- (d) contact DSL or SLT/ACO.
- (e) The DSL will contact Children's Social Care

(viii) **Tell no-one else.** We must help to maintain confidentiality and the well-being and positive self-image of the child since abused children often experience feelings of guilt. The fewer people they perceive as knowing the better. Remember conversations can easily be overheard and rumours develop quickly. Where you yourself feel the need for support and wish to talk through your role, do so with the DSL.

Never

- Ask leading questions
- 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
- Tape/video record an interview
- Ask a child to remove clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

2. Supporting Staff

- We recognise that staff working in the school who have become involved in child protection cases may find the situation stressful/upsetting.
- We will support staff by providing an opportunity to talk through any issues with the Designated Senior Lead and to seek further support as appropriate.
- All staff are able to access confidential support and counselling through for example BCC Careline, Teacher Support Network.

3. The Role of the DSL

- To adhere to Birmingham BSCB, Education and school procedure with regard to referring a child.
- To keep written records of all concerns about a child even if there appears to be no need to make a referral.
- Ensuring all such records are kept confidentially and securely, separate from child records. Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- Ensuring that an indication of **further record keeping is marked on the child's records.**
- To liaise and work jointly with Social Care Services, and other relevant Agencies.
- Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

- If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent by “Special/Recorded Delivery”. 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.
- If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

4. Reporting Procedures

- All concerns should be reported to the DSL who will seek advice/make a judgement as to whether a referral to Social Care Services, or other agencies is required.
- If a disclosure is made or a member of staff has reason to believe abuse has occurred an incident report form available from, DSL or Student Reception should be completed as soon as possible and passed to the DSL. Any original notes should be signed, dated and securely attached to the incident report form. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes to the DSL.

Upon submitting an incident form the member of staff and the DSL should catalogue the form, sign and date the incident book in order to prove the procedure has been followed.

5. Staff Allegations (Further information provided in Appendix 3)

- All child protection allegations relating to staff must be reported directly to the **Head Teacher, without informing the subject of the concern or allegation.**
- The full evidence will be made available to the member of staff subject to the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by Police, Social Care, or disciplinary process.
- In some cases it may be necessary to suspend staff on full pay without prejudice, whilst the investigation is carried out. Advice should always be taken from the Employee Relations Team.
- Any complaint of a child protection nature against the Head Teacher should be passed on in confidence to the Education /Services Lead Officer who will give advice and support including contacting the Chair of Governors.
- All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All Staff must adhere to the school policies on safe conduct.
 - Risk Assessment
 - Appropriate touch/contact
 - Care and Control
 - Out of hours contact with children
 - Use of letters, mobile phones, texts & e-mails
 - Internet code of conduct
 - Behaviour policy
 - Visibility in any individual contact with children
 - Ensuring parental and managerial consent where individual work with children is required
 - Areas of practice requiring joint or paired work

- Communication and confidentiality policy/guidance
- Children cannot be expected to raise concerns in an environment where adults 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.

6. Procedure

1. The school adheres to the Birmingham Safeguarding Children Board (BSCB) procedures and the Birmingham Education Services Child Protection Procedures. Copies of these are kept by the Head Teacher and must be subject to training and be available to all staff and governors.

2. The Head Teacher will identify a Designated Senior Lead (DSL) for child protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of DSL and ensure that any such deputy is well trained.

3. The DSL will ensure the following reporting and recording procedures are maintained:

- **Incident report form (catalogued and cross referenced to the incident book)**
- **Incident book (hard bound, containing consecutive numbers of report forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSL receiving report.)**
- **Child school record**

4. The governing body will receive annually a report on developments in child protection policy and procedures:

- Training undertaken by the DSL,
- Training undertaken by other staff and the Governing body,
- The number of cases referred,
- The place of child protection on the curriculum.

5. Parents and Carers

- Parents and carers will be made aware of the schools policy through published information and in initial meetings with parents and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between the education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.
- A copy of this policy is available on request to all parents, carers and children.

6. Teaching and Learning

- The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.
- The school will promote child support services through assembly and display of contact information, e.g., Childline, Connexions, Birmingham Sign Posting service.

7. Training

- All members of staff including governors will receive training on child protection procedures and will receive updates and refreshers every three years.
- The DSL and the Head will be provided with Education Services core training in order to carry out their role and attend refresher training updates every 2 years.

- Child Protection Training will be clearly cross referenced and supplemented by other areas of staff training including appropriate touch, care and control (including safe restraint), behaviour management and risk management.

8. Training Record

A training record will be kept and held with the child protection folders.

9. Visitors and Volunteers

Visitor's data forms are held in reception and must be completed for all visitors and volunteers.

10. Review

This policy will be reviewed annually by the DSL for Child Protection.

Policy adopted by the Governing Body of Waverley Studio College on: ____/____/2015

Policy to be reviewed on: ____/_____2016_

Signed:

X

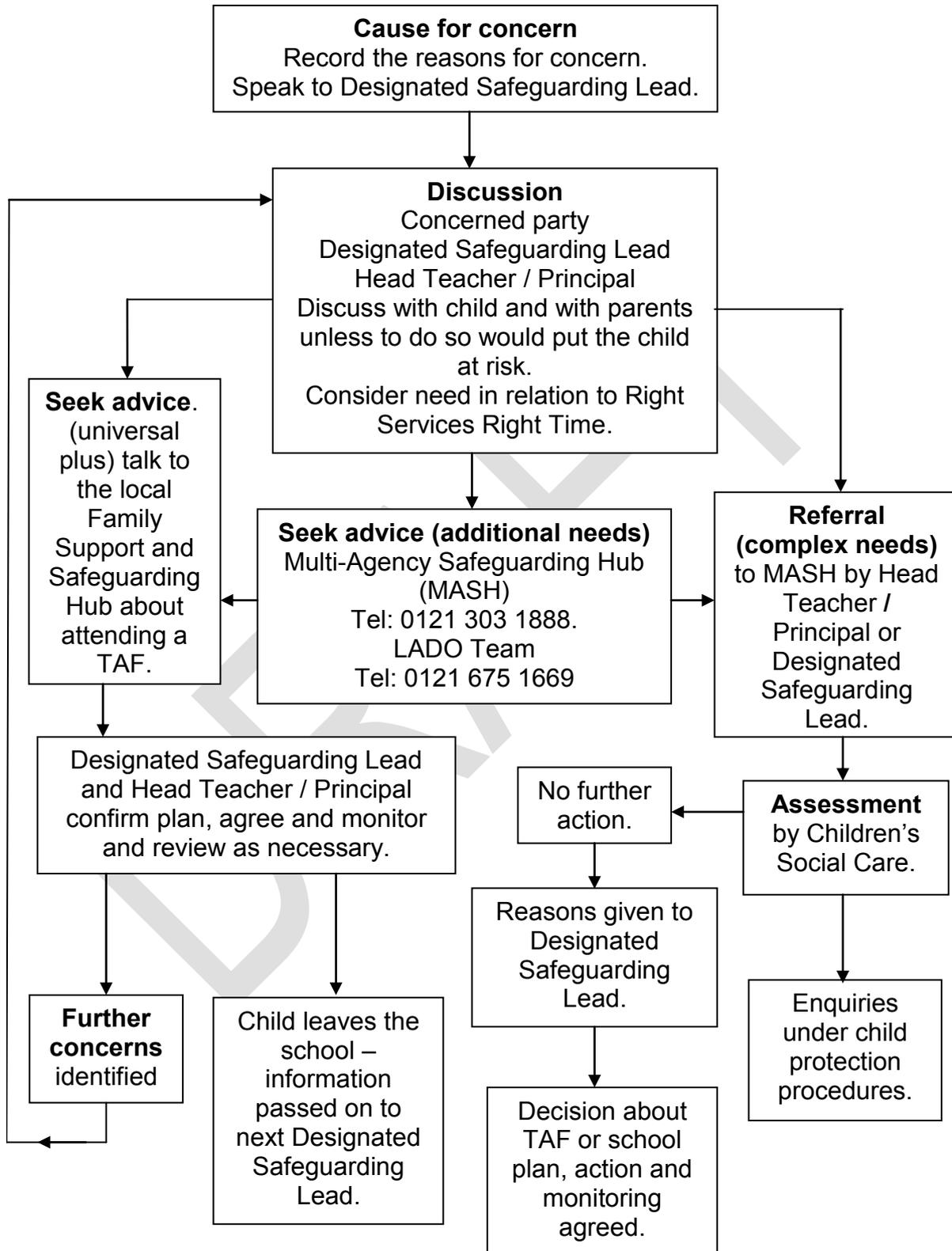
Chair of Governors

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Head Teacher

PART TWO – THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



INVOLVING PARENTS / CARERS

- 13.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 13.2 Parents / carers will be informed about our safeguarding policy through:
(*Examples: school prospectus, website, newsletter etc.*)

14. MULTI-AGENCY WORK

- 14.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (0121 303 1888). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- 14.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 14.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 14.4 Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

15. OUR ROLE IN SUPPORTING CHILDREN

- 15.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 15.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- 15.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the

needs of children and young people who abuse others will be considered separately from the needs of their victims.

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

16. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

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

- 16.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he is unsuitable to work with children.
- 16.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 16.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher / Principal unless the concern relates to Head Teacher / Principal. If the concern relates to the Head Teacher / Principal, it must be reported immediately to the Assistant Director Safeguarding in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.

17. CHILDREN WITH ADDITIONAL NEEDS

- 17.1 This school recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.
- 17.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

18. CHILDREN IN SPECIFIC CIRCUMSTANCES

- 18.1 Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures as listed below

[Abuse Linked to Spiritual Belief](#)

[Bullying](#)

[Child Sexual Exploitation](#)

[Children Affected by Gang Activity](#)

[Children and Families that Go Missing](#)

[Children Living away from Home](#)

[Children Missing from Education](#)

[Children of Parents who Misuse Substances](#)

[Children of Parents with Learning Difficulties](#)

[Children of Parents with Mental Health Problems](#)

[Disabled Children](#)

[Domestic Violence and Abuse](#)

[E-Safety – Children Exposed to Abuse through the Digital Media](#)

[Fabricated or Induced Illness](#)

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Honour Based Violence](#)

[Peer Abuse – Children and Young People who Abuse Others](#)

[Sexually Harmful Behaviour](#)

[Trafficked Children](#)

[Underage Sexual Activity](#)

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

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

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

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

3. SEXUAL ABUSE

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

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

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

- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;

- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

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

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;

-
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
 - Misappropriation of a child's finances; or
 - Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

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

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

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher / Principal or the Designated Safeguarding Lead.

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

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately. The Head Teacher / Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher / Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher / Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher / Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will advise about action to be taken and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - If the Head Teacher / Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher / Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this

specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.

APPENDIX FOUR INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may

contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX FIVE

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

The SPOC for Waverley Studio College is Alison Johnson, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Waverley Studio College in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

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

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