



Highclare School

SAFEGUARDING POLICY **(CHILD PROTECTION POLICY and PROCEDURES)**

This policy applies to all sections of the school including EYFS, TOPS and Holiday Care Groups and is available to all parents and prospective parents on the website and from the school office on request

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PART 1 - Policy

This policy takes account of guidance issued by the Secretary of State - Keeping Children Safe in Education (September 2024), Sexual Violence and sexual harassment between children in schools and colleges (September 2021), which has now been incorporated in to the main body of the document. Working Together to Safeguard Children 2018, Children Missing in Education (September 2016), Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers (May 2020), Prevent duty guidance for England and Wales (July 2015), The Prevent Duty: Departmental advice for schools and childminders (June 2015), The use of social media for on-line radicalisation (2015), current ISI Regulatory Standards and Birmingham Health Education Service – Safeguarding and Child Protection Training for Designated Safeguarding Leads.

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

- [Working Together to Safeguard Children \(DfE\)](#)
- [Keeping Children Safe in Education](#)
- [West Midlands Safeguarding Children Procedures](#)
- [The Education Act 2002 S175](#)
- [Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Mental Health & Behaviour in Schools](#)
- [Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](#)
- [Right Help, Right Time - Birmingham Safeguarding Children Partnership \(lscpbirmingham.org.uk\)](http://lscpbirmingham.org.uk)
- [Multi-agency Statutory Guidance on Female Genital Mutilation](#)
- [Protecting children from radicalisation: the prevent duty 2021](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Birmingham RSE Primary Offer](#)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Voyeurism Offences Act 2019](#)
- [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Human Rights Act 1998](#)
- [Government publication equality act 2010 advice for schools](#)
- [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Safeguarding disabled children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Public sector equality duty guidance schools](#)
- [Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage \(accessible version\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

1. INTRODUCTION

- (a) Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- (b) Highclare School fully recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse in accordance with *National and Birmingham documentation* (www.birmingham.gov.uk). DBS checks and safer recruitment procedures are followed for the appointment of **all** staff (see staff recruitment procedures). All staff and volunteers, whether part time or full time, undergo child protection training (level 1) every three years; the Head Teacher, all Designated Safeguarding Leads, EYFS co-ordinators and manager of TOPS (out of school care) and Nominated Governor undergo child protection and inter-agency training (level 2) every two years. Appropriate child protection checks and procedures, as detailed in the current regulatory requirements for independent schools, apply to any staff employed by another organisation and working with pupils in school or on another site. All members of staff, including temporary and supply staff, and volunteers are made aware of child protection and safeguarding procedures and must know the name of the designated contacts on each site, the Designated Safeguarding Lead and the Nominated Governor who represents the Governors, who are collectively responsible for Child Protection in the school. Parents can feel confident that procedures are in place to ensure that all teaching and support staff and voluntary helpers appointed are suitable to work with children.
- (c) At Highclare School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. Staff are made aware of any child who has a social worker so that support can be offered and progress monitored as necessary.
- (d) Children's safety, happiness and health are at the core of the school's philosophy. Although the prime focus of the school is to secure the best educational provision for each child, we are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times. All the children at Highclare School are taught about safeguarding, including online, through various teaching and learning opportunities. Children are taught to recognise when they are at risk and how to get help if they need it. Children are helped to feel secure and know that there are adults in the school whom they can approach if they are worried and know that they will be listened to. They are made aware of the name of the Designated Child Protection Person contact for their area of school. The same principles apply to all policies which protect and safeguard children, e.g. child protection, safe recruitment, anti-bullying, behaviour and discipline, e-safety, use of mobile devices, health and safety, and first aid.
- (e) 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. Highclare School follows the procedures of **Birmingham Safeguarding Children Partnership (April 2019)** and the framework for **Early Help Assessment (EHA)**.
 - all persons working at this school to be made aware of this policy
 - All staff to read and understand Keeping Children Safe in Education (September 2023) Part 1 and Annexe B of the document.
- (f) **Early Years Provision** -Within the EYFS Settings there are designated contacts (see below), who should liaise with Deputy DSL on site. The Designated Safeguarding Lead would inform Ofsted of any serious allegations of harm or abuse, by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The school would inform Ofsted of the above as soon as is reasonably practicable, but at the latest, within fourteen days.
- (g) This policy is displayed on the school's website www.highclareschool.co.uk/introduction/policies

2. AIMS AND IMPLEMENTATION OF AIMS

In order to protect our children, we aim to:

- (a) Create an atmosphere where all our children can feel secure, valued and listened to. Clarify and uphold standards of behaviour for staff and pupils
- (b) Recognise signs and symptoms of abuse and continue to develop staff awareness of the potential risks and vulnerabilities their pupils face
- (c) Respond quickly and effectively to cases of suspected abuse and to requests for information from external agencies without investigation or demur.
- (d) Adopt a zero tolerance approach to sexual abuse and sexual harassment.
- (e) Reduce the potential risks pupils may face of being exposed to violence, extremism, exploitation, discrimination or victimisation
- (f) Safeguarding issues will be addressed through the PSHCE curriculum, for example issues such as self-esteem, emotional literacy, assertiveness, healthy relationships, online safety, sexting (also known as the sharing of nude and/or semi-nude images or videos) and bullying and cyber bullying.
- (g) Protect children and young people against the messages of all violent extremism including, but not restricted to those linked to Islamic ideology, Far Right ideology and domestic terrorism.
- (h) Ensure that the schools filtering and monitoring system protects students from accessing inappropriate content on-line.
- (i) The School Governors, Head Teacher and DSL will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include consideration of the School's RS curriculum and the use of School premises by external agencies. To this end due diligence checks will be undertaken on all external speakers invited to our School. (See Appendix 4 – protocol on visiting speakers)
- (j) Monitor and support children at risk and, where necessary, design plans to address their needs in school
- (k) Use the curriculum to raise children's awareness, build confidence and skills
- (l) Work closely with parents/carers and support external agencies
- (m) Ensure that all adults within our school who have access to children have been DBS checked in accordance with the legislation
- (n) Promote child support services through PSHCE and display contact information e.g. on Childline and/or the NSPCC

PUPILS

We recognise that some children may 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.

Highclare School teaches young people about the potential dangers of internet use so children and young people in its care are well informed and know how to seek help outside the school. Highclare School co-operates with local authority procedures including the Police, Children's Social Care, the NSPCC and Medical Authorities.

Highclare School ensures that young people are protected from possible abuse from those adults who are responsible for their care in the school, through its procedures for recruitment, through staff training and new staff induction. The staff at Highclare School are informed how to recognise child abuse and what to do if child abuse is suspected.

Talking to Children about Child Protection Issues

- (a) Children are encouraged to talk to whoever they feel comfortable with.
- (b) Children should know who the named Child Protection Designated Contact is for their part of the school and should feel that the school is the safe place for them.
- (c) Highclare School displays the telephone number for Childline (0800 1111) and the NSPCC 0800 800 5000.
- (d) Highclare School teaches children the safe use of the internet, through PSHCE lessons and other specially arranged sessions, e.g. Assembly.

STAFF

Staff adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. Safeguarding issues may be addressed through the curriculum as appropriate, especially in personal, social and health education and tutorial time. They hope that parents and pupils feel free to talk about any concerns and see school as a safe place if there are any difficulties at home. However, staff should be aware that children may not feel ready or know how to tell someone that they are being abused,

exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. Pupils' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Staff who observe injuries, which appear to be non-accidental or significant change in a pupil's behaviour, or who are told anything significant related to child protection by a pupil must report their concerns immediately to the Designated Safeguarding Lead. A factual written record will be made. If abuse or neglect is suspected, they are required to inform the Designated Safeguarding Lead promptly. School staff do **not** carry out investigations themselves, nor decide whether children have been abused. Concerns must be referred to the Designated Safeguarding Lead, who will contact the specialist agencies. Accurate records relating to child protection are kept secure and separate from other records by the Designated Safeguarding Lead.

All staff, but especially the designated safeguarding lead (and deputies) 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 limited 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.

All staff at Highclare School are 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy [see the Designated Personnel list in Part 2, page 6 of this document].

PARENTS AND CARERS

- (a) Parents and carers will be made aware of the school policy through published information. Parents and carers need to 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 Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision, the procedures having been laid down by Birmingham Safeguarding Children's Board.
- (b) Parents should be aware that there may be some occasions when they will not be notified about a decision relating to their child. This is because schools act in the best interests of the child.
Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Birmingham Safeguarding Children Board. If you want to know more about this procedure, please speak to the Head.
- (c) A copy of the School's policy and procedures is available to all parents, carers and children on our website and from the school office on request.

VISITORS AND VOLUNTEERS

A summary of Child Protection Information for Visitors and Volunteers and the name of the DSL is displayed for the information of visitors to the school on all sites. (Appendix 2). All volunteers will be provided with child protection training at their induction.

MOBILE DEVICES / CAMERAS (see Mobile Device Policy)

Effective guidance is in place to avoid the use of mobile devices / cameras causing unnecessary disruptions and distractions within the school, and to ensure effective safeguarding practice is promoted to protect against potential misuse. In the interests of equality, and to further promote safety, the guidance applies to any individual who has a mobile device / camera on site, including parents, staff, volunteers and visitors. No personal mobile devices/ cameras should be taken into EYFS - Reception, Pre-School 2 or Pre-School 1 Classrooms under any circumstances. All Staff in the school are only permitted to take photographs of pupils using school cameras or school iPads.

3. REVIEW

This policy will be monitored by the Head Teacher and SLT and updated in accordance with current regulatory requirements.

The Nominated Governor will undertake a range of checks termly, the Chairman of Governors will oversee the central register termly. Their reports will be presented verbally and in writing to the full Governors' meeting towards the start of each school year when their annual review of the school's policy and procedures and the efficiency with which the related duties have been discharged is carried out. Any deficiencies or weaknesses in child protection will be remedied without delay. The Minutes will record this review and subsequent action in detail. The ratified policy and procedures will replace all others and be placed on the school's website.

Related Policies:

These policies are available on our website:

- [Anti- Bullying](#)
- [Attendance](#)
- [Behaviour](#)
- [Safer Recruitment](#)

These policies are available for members of staff on Highclare Virtual (school policies section):

- Code of Conduct for staff
- E-Safety
- Lost Child
- Mobile Device
- Whistle Blowing

(Please note that the NSPCC whistleblowing helpline is available to staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 088 0280285 – line is available from 8:00am to 8.00pm, Monday to Friday and email: help@nspcc.org.uk

Approved by the Board:	Review Cycle	Most Recent Review
Annually (Autumn Term)	Annual	September 2024

PART 2 - Procedures

• DESIGNATED PERSONNEL

- **Designated Safeguarding Lead (DSL) for Child Protection:**
 - **Mrs S Cassell, Deputy Head: Pastoral**
- **Deputy Designated Safeguarding Lead in Senior School:**
 - Mrs H Good, Associate Deputy: Pastoral, Transition and U3 (DDSL)
 - Mr R Linfield, Assistant Head, Co-curricular and culture, KS3 Coordinator (DDSL)
- **Deputy Designated Safeguarding Leads in Preparatory School:**
 - Mrs P Bennett, Head of Preparatory School (DDSL)
 - Mrs J Griffiths, Deputy Head of Preparatory School (DDSL)
 - Mr P Greenfield, Assistant Head: Highclare Woodfield (DDSL)
 - Ms J O Quigley, Assistant Head: Highclare St Paul's (DDSL)
 - Mrs P Mitchell, EYFS Coordinator and EYFS Safeguarding Lead (DDSL)
 - Mrs T Tweedie, EYFS Coordinator and EYFS Safeguarding Lead (DDSL)

- **Also:**
 - Miss F C Smith, Head (DDSL)
 - Chair of Governing Body - Mrs L Flowith (contactable via school office)
 - Nominated Safeguarding Governor - Mrs S Watson

• RESPONSIBILITIES, PROCEDURES AND GUIDANCE

Role of Designated Safeguarding Lead (DSL). (Full details can be found in KCSIE Annex C)

The DSL is responsible for the safety, including online safety (including filtering and monitoring), of all pupils in the School. The detail of these responsibilities is separated into referrals, training and raising awareness:

Referrals

- (a) Informing the Head Teacher in relation to any allegations against a member of staff.
- (b) Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- (c) Liaise with relevant agencies where safeguarding concerns are linked to mental health.
- (d) Receiving child protection concerns from staff. The DSL will attempt to make immediate contact with children's social care where there are concerns that a child may be in need of help or at risk and/or with the LADO in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected. The DSL will also act as a source of support, advice and expertise within the school when making a referral by liaising with relevant agencies i.e. Lead Officer for Child Protection (LADO) tel: 0121 675 1669. All allegations should be reported to the LADO immediately and within one working day at the latest.
- (e) Referral of cases of suspected abuse or allegations to Children's Social Services or relevant investigating agencies and maintaining appropriate links with social services. Consideration is given to making a referral to the Teaching Regulation Agency (TRA) (formerly known as The National College for Teaching and Leadership) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence.
- (f) Ensuring that any request for information from an external agency for information relating to child protection is met quickly and without investigation or demur.
- (g) Ensuring there is always adequate classroom cover for matters relating to child protection.
- (h) In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with Children's Social Care and where appropriate inter-agency assessments will take place as necessary.
- (i) Ensuring school representation at child protection conferences and assisting in the preparations of others for these.
- (j) Lead regular case monitoring reviews of vulnerable children identified within the school. Such reviews must be evidenced by minutes and recorded on CPOMS.

- (k) Informing the Head Teacher or Chair of Governors about allegations against staff and contacting the Lead Officer for Child Protection (LADO) for advice. In the absence of the DSL, this will be done by the DDSL.
- (l) Informing the Chair of Governors when allegations and / or child protection concerns are raised about the Head Teacher and contacting the LADO for advice. (Tel 0121 675 1669).
- (m) Logging, monitoring, updating and adding relevant material to the document vault on CPOMS (Child Protection Online Monitoring System) and ensuring that records are kept securely and discussed at monthly pupil monitoring meetings.
- (n) As all records are now stored electronically on CPOMS, there is no reason to maintain paper files.
- (o) If a pupil moves from our school, child protection records will be forwarded on to the DSL at the child's 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. The DSL will record where and to whom the records have been passed and the date of such transfer.
- (p) Be aware of pupils who have a social worker and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- (q) Ensure that an appropriate adult is present to support and assist pupils and ensure that they are treated fairly while being questioned by the police. (PACE Code C 2023)
- (r) Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings regarding their child protection information being passed on in order that the FE establishment can provide appropriate support.
- (s) Take lead responsibility for the school's filtering and monitoring system and be part of the annual online safety review.
- (t) The DSL will always be available to discuss safeguarding concerns.

Training - We will ensure that we facilitate a whole school approach to safeguarding (including governors) which means that we place safeguarding and child protection at the forefront and ensure that all systems, processes and policies operate with the best interests of the child is at their heart by:

- (a) Recognising how to identify signs of abuse and when it is appropriate to make a referral.
- (b) Ensuring working knowledge of how the Local Safeguarding Board operates, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- (c) Ensuring knowledge of the role of external investigating agencies and contact numbers for them.
- (d) Knowing who to contact for support and advice within the Local Authority.
- (e) Ensuring each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments. Training (including induction training) will include the staff behaviour policy / Code of Conduct. New staff will be given and must read and understand Part 1 of Keeping Children Safe in Education (2024) and Annexe B.
- (f) Ensuring all staff have induction training and further training every three years covering child protection including online safety and are able to recognise and report any concerns immediately they arise. If at any time there is a risk of serious harm to a child, a referral should be made immediately to children's social care.
- (g) Ensuring that all Designated Staff have updated training every two years, including on-line safety.
- (h) Receiving instruction on keeping detailed, accurate, secure, written records of referrals / concerns via CPOMS.
- (i) Enabling access to resources and any relevant or refresher training courses at least every two years.
- (j) Ensuring that all staff, including EYFS staff, are trained to respond in a timely manner and in a suitable way to inappropriate behaviour displayed by other members of staff or any other person working with children.
- (k) Records of training provided should be accurately maintained.

Raising awareness

- (a) Ensuring the school's child protection policy is updated as required, reviewed annually and ratified by the Governing Body.
- (b) Ensuring that all policy updates are communicated to other sites and that staff are made aware of them.
- (c) Ensuring parents see a copy of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this – ensure approved policy is placed on the website.

- (d) Ensuring, where a child leaves the establishment, their child protection file is copied for the new establishment within 5 days where possible but transferred separately from main pupil file.
- (e) All staff, whether permanent or temporary, and volunteers who will work with children should be given a written statement about the school's policy and procedures and the name and contact details of the DSL and DDSLs when they start work at the school. This statement makes it clear that all staff have the responsibility to:
 - Provide safe environment in which children can learn
 - Identify children in need of extra help
 - Take appropriate action
 - Work with the DSL
 - Work with and support other services as needed
 - Be aware of systems within the school which support safeguarding
 - Have due regard to radicalisation prevention, i.e. prevent pupils from being drawn into terrorism
- (f) Ensuring that any deficiencies or weaknesses reported in the school's policy and procedures are remedied without delay.
- (g) Ensuring that all staff read and are familiar with the Staff Code of Conduct/Behaviour Policy, can identify the DSL and have been provided with a copy of Part 1 of Keeping Children Safe in Education (2024)

The Deputy Designated Safeguarding Lead on each site of the school will:

- (a) Take the lead responsibility for safeguarding all children on their site, liaising with the Designated Safeguarding Lead (DSL) and, with other Designated Safeguarding Leads and with external children's agencies as appropriate. If any requests from such external agencies for information are required, it must be given quickly and without investigation or demur whilst keeping the DSL informed.
- (b) Ensure that all staff working in their departments understand the signs and symptoms of abuse, the school's policy and procedures for child protection, channels of referral and confidentiality issues involved in child protection
- (c) Contact the Designated Safeguarding Lead (DSL) and provide all relevant information relating to referrals – this can be via CPOMS or direct, but records should be kept on CPOMS.
- (d) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the Parents' Handbook for their department.
- (e) Ensure that policy and procedures are up to date and in line with those on other sites in the school.
- (f) Act for the DSL in the event of absence and inform the Chair of Governors should there be any allegation of abuse involving the Head Teacher.
- (g) Ensure that any deficiencies or weaknesses in the school's child protection procedures are remedied without delay.
- (h) The DDSL will always be available to discuss safeguarding concerns.

Role of Governors

The responsibility for compliance with the regulations and standards for safeguarding fall on the governing body. Governing bodies should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. All governors should receive appropriate safeguarding and child protection training at induction. Training should be regularly updated.

Governors must ensure that:

- (a) The school has a safeguarding/child protection policy in accordance with current government law and regulatory requirements, is updated, reviewed and ratified by the full Board of Governors annually.
- (b) The child protection policy is made available to parents of pupils and prospective pupils on the school's website.
- (c) There is a nominated governor who will liaise with the Designated Safeguarding Lead on safeguarding issues, scrutinise a range of practices termly and provide an annual report to Governors to assess the efficiency with which child protection duties are discharged.
- (d) The school has a written recruitment policy statement including safe recruitment procedures to be operated for every appointment and all appropriate checks are carried out on governors, staff and volunteers who will work with children, including barred list / enhanced DBS disclosure. (Details in Safe Recruitment policy)
- (e) The school has disciplinary procedures for dealing with allegations of abuse against members of staff and volunteers that comply with current legislation and guidance.
- (f) The school has one Designated Safeguarding Lead, Deputy Designated Safeguarding Leads on all sites and Deputy Designated Safeguarding Leads for EYFS pupils on both sites and a lead coordinator for TOPS (out of school care).
- (g) That appropriate time is made available to the DSL to allow them to undertake their duties.

- (h) The school will fund training at level 1 every 3 years for staff and at level 2 including inter-agency training every two years for the Designated Team and sufficient time for staff to discharge child protection duties.

The review of the school's child protection policy and procedures is carried out by the full Board of Governors annually in September. The Nominated Governor for child protection will check a range of regulatory requirements each term and liaise with all the Designated Safeguarding Leads and staff throughout the year. The Chair of Governors will regularly check entries on the single central register ensuring that all checks are in accordance with current regulations. The reports of these checks will be presented verbally and in writing to the full Governing Body for the annual review of Child Protection procedures and the efficiency with which duties are discharged. If any deficiencies or weaknesses are noted, remedial measures will be put in place without delay. Evidence of the discussion and any recommendations made will be recorded in the Minutes of the Governors' Meeting.

The Role of the Head Teacher

The implementation of policies and monitoring of outcomes are the responsibility of the Head Teacher, aided by the SLT and Designated Safeguarding Lead and Deputy Designated Safeguarding Leads. The Head Teacher will ensure that:

- (a) The school has policies and procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with Government legislation, the Birmingham Safeguarding Children Board Child Protection Procedures and current Independent School Regulatory Standards.
- (b) The child protection policy and all associated policies and procedures are readily available to staff and volunteers and are regularly updated.
- (c) Safe recruitment procedures are followed for each appointment in line with current law and regulations.
- (d) All legal checks are carried out on new staff, governors, volunteers who work with children in accordance with current regulatory requirements and a log is kept of all checks.
- (e) Any person, whether employed, contracted, a volunteer or student who is found to be unsuitable to work with children and whose services will no longer be required will be reported to the DBS, and Ofsted for EYFS, within 14 days of that person leaving the school (PO Box 181, Darlington, DL1 9PA Tel: 01325 953 795) Compromise agreements cannot apply in these cases.
- (f) Checks for prohibition from teaching on all new staff including peripatetic and EYFS teachers (for age 3 and above), and backdated checks on staff employed since April 2012, have been carried out in line with DfE guidelines.
- (g) The school has a Designated Safeguarding Lead and a team of Deputy Designated Safeguarding Leads with responsibility for leading for child protection on each site to provide advice, support staff and work with external agencies and provide sufficient time and funding for them to discharge their duties efficiently. All staff with safeguarding responsibilities will have their role included in their Job Specification.
- (h) Appropriate training for staff takes place every three years in line with advice from BSCP.
- (i) appropriate training for Designated Safeguarding Lead takes place every two years in line with advice from LSCB,
- (j) Suitable advice is given to alert staff and volunteers to signs and symptoms of possible abuse and what to do if they have concerns or suspicions and regular informal updates are provided by the DSL to staff for example via e-bulletins and staff meetings.
- (k) Engender a culture where staff, and volunteers feel able to raise concerns about aspects of poor or unsafe practice with regard to children.
- (l) Regularly review reported low-level concerns and ensure that concerns are being handled appropriately and proportionately.
- (m) Ensure that the DSL and DDSs respond to requests for information on child protection matters from external agencies quickly and without investigation or demur.
- (n) Ensure parents of pupils and prospective pupils can obtain the school's child protection policy on the website and that they are informed that it is the School's legal duty to report any concerns we may have about their child.
- (o) That any deficiencies or weaknesses in the school's child protection policy and procedures are remedied without delay.
- (p) The Chair of Governors is informed when allegations and / or child protection concerns are raised about the DSL and will contact LADO (for advice.) (Tel 0121 675 1669)

The role of all staff within the school

Anyone can make a referral. Staff are aware that they should not assume that somebody else will take action and that they have a responsibility to share information which may be critical in keeping children safe. Staff are aware that anyone can make a referral and that the safeguarding of children is everyone's responsibility.

All staff are under a general legal duty to:

- (a) Protect children from abuse
- (b) Be aware of the terms and procedures in this policy and to follow them.
- (c) Know how to access and implement the procedures in this policy, independently if necessary.
- (d) Keep a sufficient record of any significant complaint, conversation or event in accordance with the policy.
- (e) Report any matters of concern to the Designated Safeguarding Lead immediately.

All staff have a responsibility to:

- (a) Provide a safe environment in which children can learn.
- (b) Identify children who may be in need of extra help.
- (c) Take appropriate action.
- (d) Have due regard to radicalisation prevention i.e. to prevent pupils from being drawn into terrorism.

All staff will also ensure that they:

- (a) Have read and understood Keeping Children Safe in Education Part 1 and Annexe B.
- (b) Know the names of the Designated Safeguarding Lead for child protection in the school.
- (c) Read the child protection policy each September and on commencing their contract with the school and when it is updated in accordance with regulatory requirements.
- (d) Know and implement the school's policy and procedures on child protection.
- (e) Know how they must respond to allegations of abuse against adults in the school.
- (f) Are alert to the signs of harm and abuse of pupils in the school.
- (g) Attend induction meetings on child protection.
- (h) Take into account the school's Equal Opportunities Policy when discharging their duties.
- (i) Ensure that if any deficiencies or weaknesses in the school's child protection procedures are noted, they are reported to the DSL for remedial action to be taken as necessary.
- (j) Provide the DSL or DDSL with the names of pupils involved when organising residential visits for pupils to ensure awareness of essential information relating to the care of these pupils whilst away from school.
- (k) Are aware of day-to-day safe working practices in school.
- (l) Take account of any present gender imbalance in the school's safeguarding arrangements.
- (m) Have an understanding of their role and responsibilities in relation to the schools filtering and monitoring system.

Recruitment – see also the school's Safe Recruitment Policy and Procedures

The guidance in KCSIE 2024 (Part Four) should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- (a) Behaved in a way that has harmed a child, or may have harmed a child;
- (b) Possibly committed a criminal offence against or related to a child;
- (c) Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- (d) Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Highclare School recognises that all vacancies in a school, whether teaching or non-teaching positions, represent an opportunity for unsuitable people to seek employment to gain access to children, including governors, volunteers, supply teachers and agency staff. Highclare School adopts all the recommendations of the DfES publication 'Safeguarding Children and Safer Recruitment in Education' (April 2011, updated April 2012) and the Disclosure and Barring Service. At all points during the recruitment and selection process those members of staff responsible for the procedures will be vigilant in the need to help, deter, reject or identify people who might be unsuitable to work with children.

Highclare School includes the following sentence in all recruitment information in response to enquiries for specific jobs.

'The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offers of employment are subject to checks with the barred list, receipt of an enhanced DBS, verification of qualifications and medical fitness to carry out the post. In addition, two independent, professional references will be required before any appointment is made and further checks for the central register will include identity, right to work in the UK and an overseas check if needed.'

Highclare School looks into career history, questions any gaps in employment and ascertains the reasons for an applicant leaving previous employment. As part of the shortlisting process, the school will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. The intent to follow this procedure will be made clear in the job advertisement and application form.

At least one person on an interviewing panel must have undertaken the on-line training provided through the DfE. For full details, see Staff Recruitment Policy and Procedures.

Staff training

- The DSL, Deputy DSL and all designated staff responsible for Child Protection must be trained in Child Protection and receive Level 2 training, including Prevent training, local Inter-agency training and attend refresher training at two yearly intervals.
- All other staff working with children will receive appropriate safeguarding and child protection training which will be kept up to date by refresher training every year.
- All new staff and volunteers must be provided with induction training that includes child protection.
- Temporary staff and voluntary staff who work with children are made aware of the school's arrangements.
- A signed register will be taken on every training session and a written record kept of all staff child protection training by the HR Manager.

Safeguarding Training

Staff\Governors	Core Training (if applicable)	Latest Training Update	By whom
Safeguarding Governor ¹	Nov 2008	Feb 2023	Services for Education (Birmingham)
Designated Safeguarding Lead	June 2021	June 2024	Services for Education (Birmingham)
Head Teacher (DDSL)	Nov 2023		Services for Education (Birmingham)
DDSL (Head of Preparatory School)	Oct 2015	June 2023	Services for Education (Birmingham)
DDSL (Assistant Head Highclare Preparatory School: St Paul's)	Sept 2019	May 2023	Services for Education (Birmingham)
DDSL (Assistant Head Highclare Preparatory School: Woodfield)	Sept 2017	June 2023	Services for Education (Birmingham)
DDSL (Associate Deputy Senior School: Pastoral, Transition and U3)	Sept 2017	March 2023	Services for Education (Birmingham)
DDSL (Assistant Head Senior School Co-curricular and KS3 Coordinator)	June 2021	March 2023	Services for Education (Birmingham)
DDSL (Deputy Head of Preparatory School)	Sept 2017	June 2023	Services for Education (Birmingham)
EYFS/TOPS designated contact (HPW)	Sept 2019	May 2023	Services for Education (Birmingham)
EYFS/TOPS designated contact (HPP)	Sept 2023		Services for Education (Birmingham)
All Teaching and Support staff (by individual name)	Autumn 2015 (ongoing)	Summer 2024	Hays Safeguarding On-line (annual)
Teaching and support staff (new)		Induction	In house training – DSL

• New Staff Induction

All staff must read and understand Part 1 of KCSIE (including Annexe B). This applies not only to new staff but also to those already in post in April 2014 when KCSIE was first introduced. Each time Part 1 of KCSIE is updated by the DfE, existing staff will be updated to take account of, in particular, the introduction of *Prevent* in July 2015, or the recognition of additional types of abuse, as outlined in KCSIE in September 2018. The School will also ensure that steps are taken to ensure that all staff *understand* key information. This applies to both incoming and existing staff as at September 2024.

¹ All Governors are briefed on a monthly basis and annually when the Safeguarding Report is delivered to them by the DSL

All staff new to the school will be given specific training to ensure that they have a full understanding of the school's procedures for child protection. This training will also include the school's policy on procedures to promote safe working practice and to avoid false allegations of inappropriate behaviour by the member of staff and what to do if the allegation is against an employee of the school.

All new members of staff will be given full documentation to assist them to recognise signs of abuse, how to respond to a pupil who seeks to reveal incidents which are child protection concerns and what to do following such revelation (see: (d) Reporting Procedures) Training will be given to all peripatetic staff and Sixth Form mentors of younger pupils.

Induction training for staff will include:

- (a) Help in understanding roles and responsibilities
- (b) Information about emergency evacuation procedures
- (c) Safeguarding and child protection (including online safety) and information about the identify and role of the DSL(s)
- (d) The staff code of conduct policy including the whistleblowing procedure and the acceptable use of technologies policy, the School Behaviour Policy and information on the School's safeguarding response to children who go missing from education
- (e) Health and safety issues.

- **Guidance on abuse:**

- a) **Recognition of Child Abuse**

Child abuse can be physical, sexual, emotional or neglect. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing possible concerns. 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.

It is the responsibility of staff to report concerns, not to decide whether it is child abuse or not.

The warning signs:

- No single symptom or sign is sufficient to confirm that abuse is taking place.
- Highclare School provides all staff with written documentation, produced by Birmingham City Council, which informs them of the indicators of child abuse.

All staff have a duty to safeguard children from abuse. This relates to the protection of children up to the age of eighteen from abuse and neglect by parents, others with parental responsibility, guardians, adult visitors to the school, other responsible adults or other children. The school ensures that its care for the safety of pupils is upheld by requesting sight of and keeping copies of relevant DBS documentation.

- b) **Categories of abuse**

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.

When children witness abuse (this could be in the home; domestic abuse) they may be seriously affected. Some children may blame themselves when they witness domestic violence. Witnessing may involve seeing abuse or may also involve hearing abuse within a domestic abuse. It may also involve the child experiencing abuse directly. 'Harm' therefore must be understood in this wider context noting that domestic abuse may arise within situations of coercive control which has no social or economic boundaries.

- i. **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.
 - ii. **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 in so far as they meet the needs of another person. 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children

frequently to feel frightened or in danger (see Anti-Bullying Policy for procedures), or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- iii. **Sexual Abuse** - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex), or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. The involvement of a child in electronic sexual material. Sexual abuse is not solely perpetrated by adult males. It is recognised that women and children can also be abusers.

- iv. **Neglect** - Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food or clothing, shelter, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate carers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

c) Signs and Symptoms

The following behavioural signs may or may not be indications that abuse has taken place, but the possibility should be considered: Many symptoms of distress can point to abuse, but there may be alternative explanations.

i. Signs of Physical Abuse

Some types of bruising are particularly characteristic of non-accidental injury, such as:

- (a) Hand slap marks
- (b) Marks from an implement
- (c) Pinch or grab marks
- (d) Grip marks especially in a baby as this could indicate that the child has been shaken
- (e) Bruising to breast, buttocks, lower abdomen, thighs and around genital or anal area.
- (f) Pattern of timing of bruises, e.g. after weekend
(bruising may be faint or severe as some children bruise more easily than others)

Some accidental injuries may also be significant if children had had accidents because they have not been provided with a safe environment. This will link with neglect. Other injuries that may be significant include:

- (a) Burns especially inside the mouth, inside of arms, on genitals
- (b) Scalds especially where child appears to have been 'dipped' in a hot bath
- (c) Cigarette burns or burns with an object, e.g. iron
- (d) Bite marks
- (e) Evidence of old or repeated fractures
- (f) Torn skin inside the upper lip (frenulum) of a baby
- (g) Unexplained, recurrent injuries even if initially they seem accidental

The parents or child reaction to the injury can also be significant including

- (a) Refusal to discuss injury or improbable explanation
- (b) Untreated injuries, refusal to accept medical help

The child's behaviour can also be significant including

- (a) Shrinking from physical contact
- (b) Jumping at unexpected loud noises
- (c) Unwilling to undress for PE, swimming etc.
- (d) Unwilling to go home at the end of the day
- (e) Panic/fear of school contacting parents if child misbehaves
- (f) Running away from home

ii. Signs of Emotional Abuse

Emotional abuse can occur by itself but physical abuse, sexual abuse and neglect cannot be separated from emotional abuse. A child who is being emotionally abused may show some of these signs:

- (a) Continual self-deprecation

- (b) Fear of new situations
- (c) Inappropriate emotional responses to painful situations
- (d) Self-harm, mutilation, cutting, biting
- (e) Compulsive stealing / scrounging
- (f) Drug / solvent abuse
- (g) Obsessive rocking / thumb sucking
- (h) Air of detachment, social isolation – no friends. If siblings attend same school they tend to just play with siblings
- (i) Child who doesn't trust anyone
- (j) Desperate attention seeking behaviour, desperate to please / seek approval
- (k) Frightened child, overly compliant or watchful attitude
- (l) Developmental delay
- (m) Eating disorders
- (n) Depression, withdrawn
- (o) Sleep disturbances

Many symptoms are common to all types of abuse. Emotional abuse will always be present with one of the other categories.

Some symptoms will be part of children's behaviour – you know your children so look for changes and patterns of change. Talk to other members of staff – gather information and monitor.

iii. Signs of Possible Sexual Abuse

- (a) Any allegations made by a child concerning sexual abuse.
- (b) Child with excessive preoccupation with sexual matters, and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- (c) Sexual activity through words, play or drawing.
- (d) Child who is sexually provocative or seductive with adults.
- (e) Inappropriate bed-sharing arrangements at home.
- (f) Severe sleep disturbances with fears, phobias, vivid dreams or nightmares; sometimes with overt or veiled sexual connotations.
- (g) Eating disorders - Anorexia, Bulimia

iv. Signs of Neglect

Neglect differs from other forms of abuse in that there is rarely a single incident or crisis which draws attention to the family. It is repeated, persistent neglectful behaviour which causes incremental damage. Therefore, agencies will often have worked with these families for a while before referring the abuse. The most common indicators are:

- (a) The child is left alone or inappropriately supervised
- (b) Failure to provide an adequate diet, e.g. malnutrition, constant hunger/asking for food at school, binge eating/gorging when food available, stealing/hoarding food, taking food from bins, child is underweight,
- (c) Poor parent/child relationship including whether the child's day-to-day life has routines which help them develop security
- (d) Poor peer relationships
- (e) Poor level of stimulation, e.g. withdrawn/over placid, rocking, poor communication skills, poor attendance or non-attendance at preschool or school
- (f) Inappropriate sleeping patterns, e.g. constant tiredness
- (g) Developmental delay
- (h) Failure to attend routine medical examinations or immunisations
- (i) Failure to attend to child's medical needs particularly in relation to vision and hearing, refusal of appropriate medical treatment
- (j) Frequent accidents caused by inadequate supervision
- (k) Child caring for self, siblings or parents including poor personal hygiene, inappropriate / inadequate clothing

• Specific Safeguarding Issues

- (a) This policy takes account of the particular vulnerability of children with special educational needs and/or disabilities.
- (b) The fact that a child or a young person may be LGBT or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBT or gender questioning can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- (c) Bullying including cyberbullying
- (d) Child Absent from Education – this is a potential indicator of many types of abuse or neglect. Staff should follow procedures for dealing with children that go missing from education or who are persistently absent, particularly on repeat occasions, to help identify the risk of abuse and neglect and help prevent the risks of their going missing in future. Staff should be alert to the signs and individual triggers to be aware of. Schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. All schools must also inform their local authority of any pupil who is going to be deleted from the admission register where they:
- i. have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - ii. have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - iii. Increased absence from school may also be an indicator of a child being at risk of involvement in serious violence as outlined in Part 1 of Keeping Children Safe in Education 2024.
 - iv. have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - v. are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
 - vi. have been permanently excluded.
 - vii. In accordance with Keeping Children Safe in Education (2024) the school also recognises that it is duty bound to notify Birmingham City Council when removing or adding a pupil's name to the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. The School also recognises that it is duty bound to provide information to the local authority for standard transitions if requested.
- (e) Child sexual exploitation (CSE) – Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. This involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- (f) Child Criminal exploitation (CCE) – Child criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:
- i. In exchange for something the victim needs or wants, and/or
 - ii. For the financial or other advantage of the perpetrator or facilitator and/or
 - iii. Through violence or the threat of violence.
- (g) The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. Some of the indicators of CCE may be the child appearing with unexplained gifts of new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse alcohol or drugs; children missing education.
- (h) County Lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

- (i) Domestic Abuse – The definition of Domestic Abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting, emotional and psychological impact on children and a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- (j) Honour-based abuse – So-called ‘honour-based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGC), 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. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.
- (k) Female genital mutilation (FGM) – professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or having already suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. The School recognises that since October 2015 it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. The School further recognises that, unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve CASS as appropriate.
- (l) Forced marriage - since February 2023 it has been 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 another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.
- (m) Upskirting (also known as youth produced sexual imagery) – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- (n) Initiation / hazing type violence and rituals
- (o) Serious Violence
- (p) Gender-based violence / violence against women and girls (VAWG)
- (q) Mental health
- (r) Drugs
- (s) Fabricated or induced illness
- (t) Faith abuse
- (u) Private fostering
- (v) Preventing radicalisation – the Counter-Terrorism and Security Act, which received Royal Assent on 12 Feb 2015, places a duty on specified authorities, including childcare, education and other children’s service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). The School will follow Prevent duty reporting guidelines and refer any incidents to the appropriate authorities as soon as they are identified. Such referrals could include Channel or Children’s Social Care (CASS). 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 deputy) making a Prevent referral.
- (w) Sexting should now be referred to as ‘consensual and non-consensual sharing of nude and semi-nude images and videos’ as outlined in paragraph 16 of Sexual Violence and sexual harassment between children in schools and colleges (September 2021)
- (x) Teenage relationship abuse
- (y) Child-on-child abuse – We are aware that children can abuse other children and that such abuse can happen both inside and outside of school and online. We adopt an ‘it can happen here’ mentality and understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. We will never dismiss sexual harassment as ‘just banter’, ‘just having a laugh’ ‘part of growing up’. We recognise that child-on-child abuse is most likely to include, but may not be limited to:
- (z) Bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- (aa) Abuse in intimate personal relationships between peers;
- (bb) Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- (cc) Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- (dd) Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- (ee) 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;
- (ff) Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- (gg) Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- (hh) Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- (ii) Allegations of child-on-child abuse will be recorded, investigated and dealt with in line with the guidance outlined in Part 5 of Keeping Children Safe in Education and staff trained to manage a report of child on child sexual violence and sexual harassment
- (jj) The school takes procedures to minimise the risk of child-on-child abuse by including this in PHSCE lessons delivered by teaching staff and relevant outside providers and in line with Keeping Children Safe in Education (2024) and the DfE advice document for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads entitled 'Sexual violence and sexual harassment between children in schools and colleges (September 2022)'.
- (kk) Incidents of child-on-child abuse will be recorded on CPOMS as a Child Protection matter and investigated and dealt with in accordance with the guidelines set out in Part five of Keeping Children Safe in Education (2024).
- (ll) We recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys as perpetrators), but all child-on-child abuse is unacceptable and will always be taken seriously.
- (mm) Support will be given to the victim, perpetrator and any other child, including siblings affected by child-on-child abuse in line with Part 5 of Keeping Children Safe in Education.
- (nn) The School recognises the particular vulnerability of children with SEN/D including to child-on-child abuse and that extra pastoral support for these children should be considered.

Procedures if child abuse is suspected:

If a member of staff suspects that a child may be at risk of harm or if a pupil discloses something that points to this, it is the responsibility of the person concerned to report their concerns as soon as is practicable and before leaving the site to the named member of staff responsible for child protection in that area of the school. All staff have the right to refer directly to Children's Social Care and the telephone numbers of the local contacts are in Reporting Procedures (page 21).

Even if the detail seems trivial, if something causes concern, pass it on and keep a record of having done this, but not the detail. Log the incident under 'Child Protection' on CPOMS, linking in the DSL and relevant DDSL(s).

Disclosure about abuse

Information relating to a child protection concern may come to any member of staff through visible clear evidence, disclosure of information from a child or adult, an allegation from a child or adult or indirect evidence.

Never promise a child who wishes to talk to you in confidence that you will not tell anyone else. **Do not** investigate the matter yourself, do not ask leading questions, but pass on the detail, as divulged by the pupil.

Procedures for dealing with abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' will be dealt with under these procedures (if not dealt with under the anti-bullying policy). On no account should the pupil against whom the allegations have been made be approached by the person to whom the initial disclosure has been made.

Dealing with disclosures

In dealing with disclosures, it is the role of staff in schools and education services to:

- **Receive** information
- **Record** information
- **Report** information

This information is about establishing concerns, not investigating those concerns. It is the role of Children's Social Services and the Police to conduct investigations on the basis of those concerns.

It is vital that all staff in schools and education services recognise the proper limits to their role. Investigations can sometimes be harmed by inappropriate (albeit well-intentioned) questioning, enquiry and examination amounting to investigation.

As soon as a cause for concern is established the member of staff should close the conversation with the child and report the concern to the DSL with a view to appropriate recording and referral. If the disclosure amounts to an allegation against a member of staff, it must be the Head Teacher, who should receive the report. If such an allegation is against the Head Teacher, the Chair of Governors should receive the report, within 24 hours, without the Head Teacher being informed.

It is also important to recognise that most referrals to Children's Social Care are on the basis of more than one incident, i.e. an accumulation of circumstances, often over a considerable period of time. This means that schools and education services must be diligent in recording and monitoring what can sometimes appear to be relatively minor concerns. The Notes of Concern as outlined in Birmingham's Record Keeping Guidance can be used.

- It is vital to offer the child time to talk
- Systems should be in place to alert another member of staff for lesson cover while a disclosure is made.

Five Stages in Dealing with Disclosure

Any adult who has contact with children may receive a disclosure. A disclosure can be deliberate on the part of a child, i.e. they intend to tell someone or may be accidental i.e. they reveal something without being aware of the impact. Whether the disclosure is deliberate or unintentional it is important that whoever hears the disclosure deals with the information in the following way:

- Receive** Listen, remain neutral, accept what the child says
- Reassure** Stay calm, assure the child they have done the right thing, don't make promises (including confidentiality), alleviate feelings of guilt and shame, empathise with the child.
- React** Use only open questions, don't criticise the perpetrator, explain what happens next, inform the DSL, try to see the matter through
- Record** Make notes as accurate as possible, write up as soon as possible, keep notes safe, log on CPOMS, be objective.
- Support** Create space and time for child throughout an, if necessary, get support for yourself.

Points to remember

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Tell me about it in your own words

As soon as you put a time, place, person or an emotion into the question, it becomes a leading question.

Examples of leading questions

- Was it your dad that hit you?
- Does your brother bully you?
- Did it happen at home?
- So that must have upset you?

Never promise confidentiality

- Recording should be verbatim using the actual words of the child and noting any questions the child raises. Make notes as soon as possible.
- Note dates, time, who was present, positions in the room, anything factual about the child's appearance.

- These notes must be kept secure as they may be needed later.
- If possible use a silent witness to record clearly and verify.
- Check notes with the child.
- Always sign and date notes.
- It is the DSL/teacher who writes the notes. The child cannot write the notes.

Never

- Take photographs
- Arrange medical examination
- Attempt a medical judgement
- Remove clothing
- Tape record or video an interview
- Interview children in groups
- Ask child to write or draw their concerns (unless unable to disclose with you otherwise)

Confidentiality

All members of the school staff must know that they can **NEVER** promise complete confidentiality to a child. However, that does not mean that people can tell everyone in the school about a disclosure. Staff should only pass any information onto the DSL but should not tell anyone else. The DSL will inform other staff (teaching and non-teaching) **IF** they **NEED** to know any information about the child (this is different from people wanting to know).

All children in the school should know that school staff cannot promise complete confidentiality.

Additional advice on responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are complex and require difficult decisions to be made, often quickly and under pressure.

- (a) It is important that ALL victims are reassured that they are being taken seriously and that they will be supported and kept safe.
 - i. As stated above – never promise confidentiality as it is very likely that a concern will have to be shared further. The report should only be shared with the people who are necessary in order to progress it. It is important that the victim knows what the next steps will be.
 - ii. Children disclose to people they trust; this could be anyone in school. It is important that the person to whom the child discloses recognizes that the child has placed them in a position of trust. There is a need, therefore to be supportive and respectful of the child.
 - iii. Listen carefully; non-judgmental; clarity about boundaries and how the report will be progressed; don't ask leading questions and only prompt the child where necessary with open questions – where, when, what.
- (b) It is essential that a written record is made. Best practice is to wait until the end of the report and **IMMEDIATELY** write up a thorough summary. This allows the staff member to devote full attention to the child and to listen carefully to what the child is saying. It may be appropriate to take notes during the report (especially if a second member of staff is present). However, if making notes, be mindful of the need to remain focused on the child and not appear distracted.
 - i. Only record the facts as the child presents them. No personal opinions. Notes can become part of further investigations by Children's Services and/or be part of a criminal investigation.
 - ii. If the abuse occurred online it is **ESSENTIAL** that staff do not view or forward illegal images of a child.
- (c) Once there has been a report of sexual violence, the DSL or DDSL will make an immediate risk assessment on a case by case basis, based on a consideration of:
 - i. The victim, especially their protection and support;
 - ii. The alleged perpetrator; and
 - iii. All the other children at the school
 - iv. The Risk Assessment will be recorded on CPOMS in accordance with normal safeguarding procedure and kept under review. School will liaise and engage with relevant outside agencies and specialist services as required and follow their advice.

Reporting Procedures:

When there is a safeguarding concern, we will ensure that the child's wishes and feelings are taken into account when determining the action to be taken and what services to provide. We will also ensure that systems are in place and are well-promoted, easily understood and easily accessible for children and young people to confidently report abuse, knowing that their concerns will be treated seriously and knowing they can safely express their views and give feedback.

Where unmet needs have been identified for a child/young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to the school's vulnerable/monitored child list and support school staff to deliver an appropriate Early Help response.

In the first instance, the child/young person will be enabled through the Signs of Safety and Wellbeing practice framework to express their lived experience. This will be documented and added to the child's document vault on CPOMS. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and, after review, the child/young person may then be removed from the vulnerable/monitored child list.

Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help Assessment response is required in order to meet the unmet safeguarding need, the DSL will develop a school focused action plan with the child/young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework, the 3 columns of the Early Help Assessment or Early Help conversation log. This school focused plan will then be regularly reviewed and updated to record progress towards the goals until the needs have been addressed at which point the child can be removed from the vulnerable/monitored child list.

Should the DSL feel that a 'Think Family' or Social care response is needed to meet the unmet safeguarding need, the DSL will initiate a Request for Support referral, seeking advice from the MASH (Multi-Agency Safeguarding Hub) via the Children's Advice and Support Service (CASS) on 0121 303 1888 as required.

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

The DSL should make any referrals and so must be contacted in the first instance. However, any staff member can make a referral and staff should be aware of this.

All concerns and information must be passed to the DSL who will either initiate a Request for Support referral or implement the relevant procedure as outlined above seek advice from the Multi Agency Safeguarding Hub (MASH via the Children's Advice and Support Service (CASS)) on:

- **0121 303 1888**
- **secure.cass@birmingham.gcsx.gov.uk**, or
- **cass@birmingham.gov.uk**
- or the **Emergency Duty Team on 0121 675 4806**

Please see Appendix 3 for the flowchart detailing the Birmingham CASS referral system

Procedure for making a referral or advice call

- (a) It is not necessary to seek parental consent before making either an advice call or referral.
- (b) First concern is for child safety. Administer immediate medical help if needed.
- (c) If unsure as to refer or not, seek advice as above. Always be clear this is a child protection concern.
- (d) If no referral is made the concerns and reasons must be recorded.
- (e) Children's Social Care will not give advice on 'anonymous' children. Information needed when contacting Children's Social Care.
 - *Name, address and physical description of the child*
 - *Any uncertainty about identity of the child to be highlighted*
 - *The nature of the concerns*
 - *How and why the concerns have arisen*
 - *What appear to be the needs of the child and family*
 - *The nature of past and present involvement with the child and / or family members, and*
 - *Is urgent action necessary to protect from harm*

Other information which may be helpful includes: names (and ages) of other children in the family; contact names and numbers of parents / carers; support agencies currently working with the family; name of GP; ethnic origin, language spoken at home.

Making an actual referral

- (a) Referrals should be made to the MASH via CASS on (0121 303 1888), by the DSL.
- (b) Referral must be by completion of a Request for Support referral within 48 hours.
- (c) When contacting MASH via CASS always state this is a child protection concern
- (d) Make clear whether you are seeking advice or making a referral
- (e) Clarify information that you have given with social worker
- (f) Record the social worker's name and give your contact details.
- (g) Try to get a definite time for them to report back.
- (h) Use a Request for Support referral form for referring child in need or child in need of protection.

In all referrals to Children's Social Care, to MASH (via CASS) both child protection and child in need) the school should contact the parents before the referral is made unless doing so would:

- (a) Put the child, or another child, at increased risk of harm or
- (b) A member of staff at risk of harm (including situations where there is an allegation involving school staff) or
- (c) You think that notifying the parents could hamper a criminal investigation by allowing possible interference with evidence.

If you feel this is the case then you must make this clear when referring to the MASH (via CASS) and the decision whether to inform parents or not must be made jointly by Children's Social Care and the referrer. Additionally, if you have tried making contact with the parents but are unable to do so it is not appropriate to delay the referral and therefore the referral would be made before parents have been informed.

- (a) Any requests made by the local Social Services Department should be followed with regard to:
 - o Informing a pupil's parents
 - o Seeking a medical examination or treatment for the pupil
 - o Ensuring immediate protection needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse and a pupil against whom an allegation has been made
 - o Informing relevant people at school of the allegation.
- (b) Inform the pupil / adult who made the allegation of what the next steps are to be
- (c) Take any necessary steps for the longer-term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking the pupil's wishes fully into
- (d) account.
- (e) Ensure that any pupil being interviewed by the police has a supportive member of staff of their own choice to accompany them
- (f) Notify DfE of any allegation by the school
- (g) Ensure co-operation by the school in any subsequent investigation by Social Services Department (SSD) or police
- (h) Make arrangements, where feasible, for any pupil who has been the subject of abuse to be able to receive any necessary continuing counselling and support (by agreement where appropriate).
- (i) DSL will inform (as an instance of 'serious harm to a pupil'):
 - o The local District Health Authority or Local Authority Designated Officer LADO (0121 675 1669)
 - o The Department of Health (Richmond House, 79 Whitehall, London, SW1A 2NS)
 - o Ofsted, within 14 days of the allegation (Piccadilly Gate, Store Street, Manchester, M1 2WD)
 - o The Disclosure and Barring Service, about any member of staff considered unsuitable for work with children,
- (j) The school will consider taking disciplinary action against any member of staff, or agent of the school, whether employed, contracted, a volunteer or student, where it believes pupils are at risk of abuse from that person or persons even in cases where there is to be no criminal prosecution.
- (k) If a disclosure is made or a member of staff has reason to believe abuse has occurred, the incident should be logged via CPOMS as soon as possible and passed to the DSL. The person must be identified. Any original notes should be signed, dated, scanned and linked to the document vault on

CPOMS. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSL.

- (l) 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. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- (m) Normal child protection procedures will then be followed by the DSL / relevant DDSL.

- **Allegations about members of staff or volunteers**

- (a) Any complaint or concern of a child protection nature received by any person and relating to the Head Teacher must be passed directly to the Chair of Governors, without the Head Teacher being informed, or in confidence to the Designated Safeguarding Lead, who will contact the Chair of Governors, who will then contact the Local Authority Designated Officer (LADO) for advice and support (Tel. 0121 675 1669)
- (b) All child protection allegations relating to staff or volunteers must be reported directly to the DSL without informing the subject of the concern/allegation. The DSL will immediately contact the Local Authority Designated Officer (LADO) for advice and support (Tel. 0121 675 1669) and inform Head Teacher / Chair of Governors. If an allegation is made against anyone working with children in the School, all unnecessary delays will be eradicated and the School will not undertake its own investigations of such allegations without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. Discussions will be recorded in writing and communication with both the individual and the parents of the child/children agreed.

The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO, KCSIE and Working Together to Safeguard Children when making a decision about such suspension. Procedures will be followed with reference to Section 16 of 'Child Protection in Educational Establishments catering for Children and Young People age 19 and under' and 'Dealing with Allegations of Abuse against Teachers and other staff' (revised Oct 2012). The School will make every effort to maintain confidentiality and guard against unwanted publicity up until the point where the accused person is charged with an offence or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

- (c) 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, Social Care Services, or by any disciplinary process.
- (d) The member of staff must be regularly updated on any progress and advised about how to access support e.g. from unions, counselling service.
- (e) In some cases it may be necessary for the staff member to be suspended while an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt.
- (f) All staff need to be aware of their vulnerability to allegations and must conduct their practice accordingly. All staff must adhere to the school guidance in respect of safe conduct - refer to section in procedures headed "Safe Working Practices for Staff" and to the Code of Conduct for Teaching and Support Staff.
- (g) The school is committed to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. (See School's Recruitment Policy).
- (h) The School will consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and also consider whether a prohibition order may be appropriate.
- (i) Low-level concerns – The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. 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 staff Code of Conduct, including inappropriate conduct outside of School, and
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples may include:

- being over friendly with children;
 - having favourites;
 - taking photographs of children on their mobile phone;
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - using inappropriate sexualised, intimidating or offensive language.
- (j) Low-level concerns on all sites (including EYFS) will be recorded and reviewed by the Head Teacher, the DSL and the Safeguarding governor on a regular basis to look for evidence of patterns.

Please refer to the Low-level Concerns policy which forms Appendix 1 of this policy for further information. The school may receive an allegation relating to an incident that happened when an individual or organisation was using their 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 schools would follow our safeguarding policies and procedures, including informing the LADO.

• SAFE WORKING PRACTICES FOR ALL STAFF

All staff must be aware that their day-to-day working practices should adhere to the following fundamental principles.

- (a) The welfare of the child is paramount
- (b) Responsibility of all staff to safeguard and promote the welfare of pupils
- (c) Staff are responsible for their own actions
- (d) Staff should work AND BE SEEN TO WORK in an open and transparent way

The times when staff are most at risk of an allegation being made against them are:

- (a) Working alone with pupils
- (b) In physical contact with pupils

Working alone with pupils, wherever possible:

- (a) Be visible and open in your practice and where possible work with children in open and visible settings - try to work with door open or with glass panel in door.
- (b) Tell people where you are and what you are doing.
- (c) Share jobs which put you in a vulnerable position.
- (d) Let children do as much as they can for themselves.
- (e) Record and report information immediately.
- (f) If something goes wrong tell someone - the DSL/ Head Teacher or DDSL in your part of the school.
- (g) Do not create a reputation for yourself and consider your role and its boundaries
- (h) Always offer support rather than assume it is needed.
- (i) Treat the students with dignity and respect.
- (j) Look after the students in the same way in which you would expect to be looked after.
- (k) Use the same rules you would in any situation - basic common sense.
- (l) Can you look another adult in the eye and justify what you did?
- (m) Consider the use of mobile phones, email, text messages, personal letters, cards, social network sites. (see E-Safety and Mobile Device Policy)

Communication with Individual Pupils

- (a) Do not communicate by personal e-mail or text.
- (b) Do not send personal cards - if you do write, use school paper and keep a copy.
- (c) Do not give personal mobile numbers to pupils.
- (d) Do not meet with individual pupils outside school.

Physical Contact

- (a) Always avoid unnecessary physical contact (see below for examples of when touch may be necessary / appropriate)
- (b) Child initiated contact is different but acknowledge it, don't prolong it.
- (c) Redirect attention away from personal matters which may arise.
- (d) Contact during class activities should be restricted to what is appropriate and should as be as visible as possible to others.
- (e) If a child is in a distressed state, physical contact can be given but discretion should be used over the level and justification. Avoid this in a one to one isolated area.
- (f) Avoid physical contact in isolated areas.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. It may be, for example, be proper or necessary to touch a child in the following circumstances:

- (a) Hold the hand of a child at the front / back of the line when moving around the school
- (b) Comfort a distressed child
- (c) When a pupil is praised or congratulated
- (d) To demonstrate how to use a musical instrument
- (e) To demonstrate exercises/techniques during PE
- (f) To give First Aid

Abuse of trust

All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 years (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 years where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

HIGHCLARE SCHOOL SAFEGUARDING TEAM

(All are contactable via the School Office on 0121 373 7400)

- **Designated Safeguarding Lead (DSL) for Child Protection:**
 - Mrs S Cassell
- **Deputy Designated Safeguarding Lead in Senior School:**
 - Mrs H Good, Associate Deputy: Pastoral, Transition and U3 (DDSL)
 - Mr R Linfield, Assistant Head, Co-curricular and culture, KS3 Coordinator (DDSL)
- **Deputy Designated Safeguarding Leads in Preparatory School:**
 - Mrs P Bennett, Head of Preparatory School (DDSL)
 - Mrs J Griffiths, Deputy Head of Preparatory School (DDSL)
 - Mr P Greenfield, Assistant Head: Highclare Woodfield (DDSL)
 - Ms J O Quigley, Assistant Head: Highclare St Paul's (DDSL)
 - Mrs P Mitchell, EYFS Coordinator and EYFS Safeguarding Lead (DDSL)
 - Mrs T Tweedie, EYFS Coordinator and EYFS Safeguarding Lead (DDSL)
- **Also:**
 - Miss F C Smith, Head (DDSL)
 - Chair of Governing Body - Mrs L Flowith (contactable via school office)
 - Nominated Safeguarding Governor - Mrs S Watson



Mrs S Cassell (DSL)



Miss F Smith



Mrs H Good



Mrs P Bennett



Mrs J Griffiths



Mrs J O Quigley



Mr P Greenfield



Mr R Linfield



Mrs T Tweedie
EYFS



Mrs P Mitchell
EYFS

Appendix 1

Low-level Concerns Policy

The School gives guidance to staff about their duty to report low level concerns, including concerns regarding the behaviour of a member of staff towards a child or children (i.e. concerns that fall below the threshold for mandatory reporting to the local authority). It may be the case that staff make a self-referral with regards to their own conduct, and this should be encouraged.

Staff should also be aware of the **whistleblowing policy** which allows staff to raise concerns internally and in a confidential manner about fraud, malpractice, health and safety, criminal offences or unethical conduct.

It is recommended by the School that:

- The method of commencing abuse often includes the erosion of boundaries, slow progression to abuse, use of trust and authority, meeting the child's needs (including physical and emotional), and developing relationships with the child's family.
- There seems to be a 'slippery slope' of boundary violations towards abuse and that there are many stages on the slippery slope towards the breach of a boundary within a relationship. Sometimes initial infringements are part of a grooming process but at other times they are made innocently and with good intention. However, once boundaries are breached (e.g. inappropriate conversations or other communications, inappropriate physical contact, social contact outside School and favouritism), it then becomes more difficult to restore the relationship to one in which proper boundaries are respected.
- Serious case reviews in the sector repeatedly indicate that staff and parents were often aware of individual incidents of inappropriate behaviour but that there was a failure to 'join the dots' and take appropriate action. Concerns were not voiced; incidents were viewed in isolation and as too low-level to require reporting.
- A series of low-level concerns may cumulatively meet the mandatory reporting threshold and need to be reported to the local authority as such.

The 'low-level concerns' guidance given by the School informs staff that:

- Whilst the concern may seem very minor and one-off, the behaviour may form part of a pattern that is putting children at risk or (without intervention) may develop into such a pattern.
- The behaviour may have been innocent, but the member of staff may need to be given guidance to understand what was inappropriate and should not happen again. The Head teacher and DSL conducts a regular review of reported and recorded low-level concerns during safeguarding meetings, to ensure that the concerns are being handled appropriately and proportionately across the school, this includes EYFS. That no concerns meet the threshold of mandatory reporting to the local authority and that patterns of behaviour are spotted.
- Low level concerns are recorded and reviewed regularly by the DSL, the Head and the Safeguarding governor

Appendix 2

Summary of Child Protection Information for Visitors and Volunteers

Highclare School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support children by:

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

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

At Highclare School, in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible:

<ul style="list-style-type: none">• Designated Safeguarding Lead (DSL) for Child Protection:<ul style="list-style-type: none">○ Mrs S Cassell, Deputy Head: Pastoral (0121 373 7400)
<ul style="list-style-type: none">• Deputy Designated Safeguarding Lead in Senior School:<ul style="list-style-type: none">○ Mrs H Good, Associate Deputy: Pastoral, Transition and U3 (DDSL) (0121 373 7400)○ Mr R Linfield, Assistant Head Co-curricular and culture, KS3 Coordinator (DDSL) (0121 373 7400)
<ul style="list-style-type: none">• Deputy Designated Safeguarding Leads in Preparatory School:<ul style="list-style-type: none">○ Mrs P Bennett, Head of Preparatory School (DDSL) (0121 355 8205 / 0194)○ Mrs J Griffiths, Deputy Head of Preparatory School (DDSL) (0121 355 8205 / 0194)○ Mr P Greenfield, Assistant Head: Highclare Woodfield (DDSL) (0121 355 0194)○ Ms J O Quigley, Assistant Head: Highclare St Paul's (DDSL) (0121 355 8205)○ Mrs P Mitchell, EYFS Coordinator and EYFS Safeguarding Lead: Highclare Woodfield (DDSL) (0121 355 0194)○ Mrs T Tweedie, EYFS Coordinator and EYFS Safeguarding Lead: Highclare St Paul's (DDSL) (0121 355 8205)
<ul style="list-style-type: none">• Also:<ul style="list-style-type: none">○ Miss F C Smith, Head (DDSL) (0121 373 7400)○ Chair of Governing Body - Mrs L Flowith Contactable via school office (0121 373 7400)○ Nominated Safeguarding Governor - Mrs S Watson (0121 373 7400)
<ul style="list-style-type: none">• Prevent Email: counter.extremism@education.gov.uk• Prevent Helpline: Telephone 020 7340 7264• If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact <u>the Prevent helpline above</u>. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

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

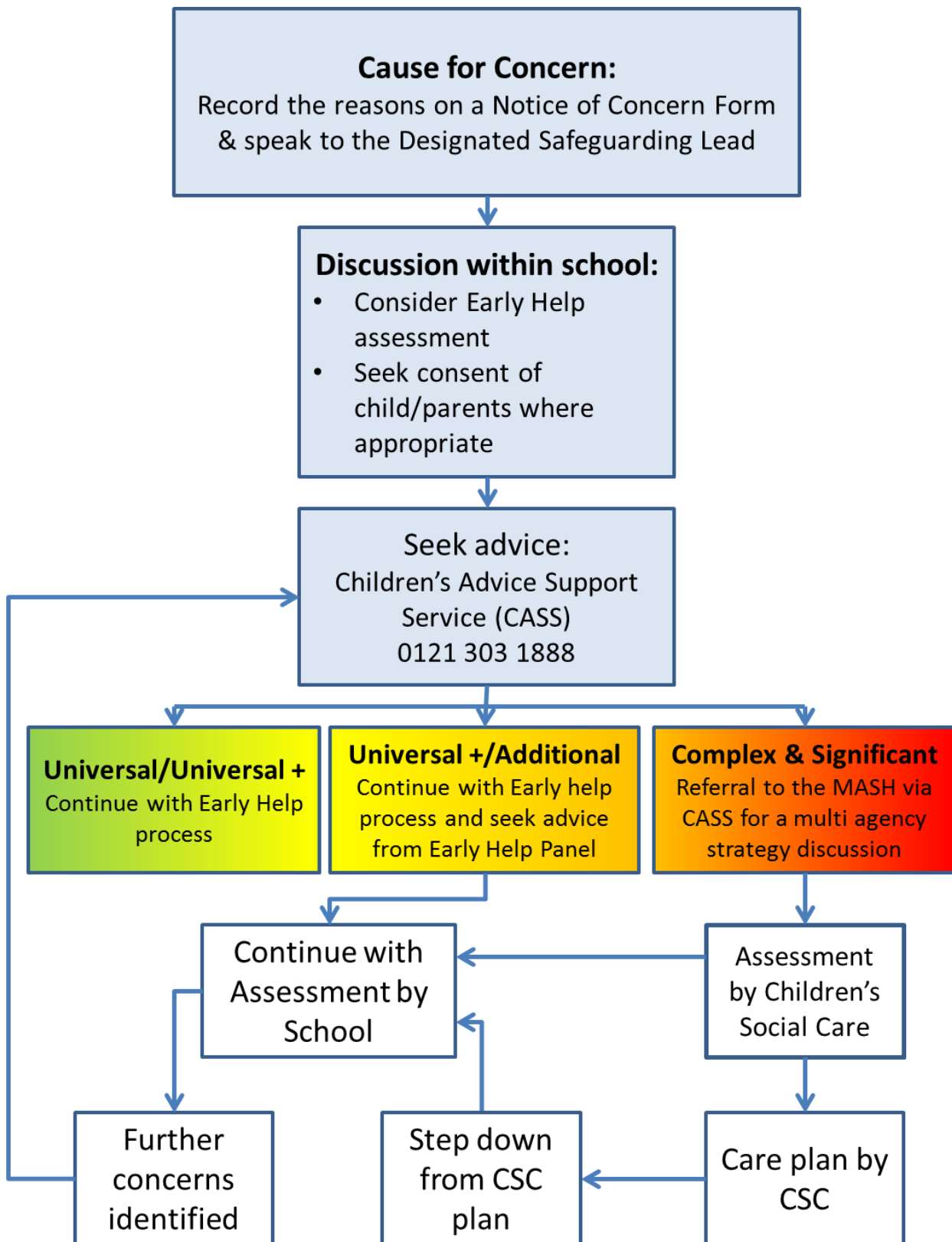
- Their role is to listen and note carefully any observations which could indicate abuse
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Safeguarding Lead (DSL) immediately
- If the DSL is not available the appropriate Deputy DSL should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

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

NB

- Visitors must report to reception, sign in, show identification, receive an identity badge, which must be worn whilst in the school and surrendered on exit
- Parents and visitors are not allowed to wander freely in the school. They must be accompanied by a member of staff
- No child must be handed over to anyone unknown to the school during or at the end of the day unless prior warning information has been given to the school, preferably in writing, by the parents or carer.

RESPONDING TO CONCERNS ABOUT A CHILD



Appendix 4:

Visiting Speaker Protocol

Highclare's own safeguarding policy requires that due diligence checks are carried out on all external speakers invited to our School. The 'Prevent' guidance published by the government requires us to have a clear set of procedures to ensure that any visiting speakers are suitable and checked and monitored appropriately. This protocol outlines the steps that all staff should take if they plan to bring in a visiting speaker. Members of staff should not feel discouraged to invite visitors, this protocol is simply designed to reduce the risk of inappropriate individuals or groups being welcomed into Highclare School.

To ensure the suitability of invited visitors, any member of staff wishing to bring a person or persons in should:

- Obtain permission from a member of the SLT
- Complete a visiting speaker pro-forma available from Highclare virtual (at least two weeks in advance), and any other administration required by the School such as date request forms.²
- Ask visitors to bring appropriate identification, if required, with them when they visit

Before the visit:

- Create a plan to ensure interaction with pupils happens appropriately, including observing any safeguarding constraints.
- Carry out due diligence, e.g. internet search, social media search. This should be a reasonable attempt to ensure suitability if the person is not known to the School. A suitable person should be considered as anyone whose views are broadly consistent with the School's values.
- Carry out any required risk assessments.

During the visit:

- Check identification on arrival (photographic if available)
- Ensure the visitor (s) is / are properly signed in.
- Supervise the visitors sufficiently so that any planned pupil interactions happen appropriately.
- Ensure the visitor (s) is / are properly signed out.

² Please submit a [visiting speaker/professional pro-forma](#) to hr@highclareschool.co.uk a minimum of two weeks prior to the visit.