HEART OF ENGLAND
Creating Futures

SAFEG-03-CHILD PROTECTION

1. INTRODUCTION

1.1 The Trust recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, Trustees, leaders, parents, families, and students) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

1.2 The Trust believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

1.3 Staff working with children at the Trust will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

1.4 The Trust recognises the importance of providing an ethos and environment to help children to be safe and to feel safe. Within the Trust children are respected and are encouraged to talk openly. It will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

1.5 Our core safeguarding principles are:

- Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- Support: for all students, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- Working with parents and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures related in this policy apply to all staff (including Trustees, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2022.

2. ROLE OF TRUST BOARD AND COMMITTEES

2.1 The Trust Board has a strategic responsibility for the Trust's safeguarding arrangements and will comply with their duties under legislation.

2.2 The Trust Board has regard to the KCSIE 2022 guidance and will ensure the Trust's policies, procedures and training is effective and complies with the law at all times.

2.3 The Trust Board has a nominated Trustee for Safeguarding. The nominated Trustee will support the Designated Safeguarding Lead (DSL) and have oversight in ensuring that the Trust has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and/or when required.

2.4 The Trust Board will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

2.5 The Trust Board is committed to ensuring that a "safe" culture is developed and that all steps are taken to recruit staff and volunteers who are safe to work with our

students and our staff. The Trust is responsible for ensuring that the Trust follows safe recruitment processes as outlined within guidance.

2.6 The Trust Board will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

2.7 All members of the Trust Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

2.8 The policy forms part of the Trust's development plan and will be reviewed annually by the Trust Board which has responsibility for oversight of safeguarding and child protection systems.

3. ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM (SLT)

3.1 The SLT have a strategic responsibility for the Trust's safeguarding arrangements and will comply with their duties under legislation.

3.2 The SLT will appoint a member/several members of SLT to be the designated safeguarding lead or leads (DSL). One of the DSLs will be appointed Senior DSL (SDSL). The other DSLs will have delegated responsibilities and act in the SDSL's absence.

3.3 The SLT will appoint a member of SLT to be the Senior Mental Health Lead (SMHL).

3.4 The leadership team will appoint a member of SLT to be the designated teacher for looked after children (DTLAC).

3.5 The SLT will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

3.6 The DSL and Principal will ensure regular reporting on safeguarding activity and systems to the Trust Board. The Trust Board will not receive details of individual student's situation or identifying features of families as part of their oversight responsibility.

3.7 SLT is committed to ensuring that a "safe" culture is developed and that all steps are taken to recruit staff and volunteers who are safe to work with our students and our staff. They are responsible for ensuring that the Trust follows safe recruitment processes as outlined within guidance.

3.8 SLT will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

3.9 The Trust will follow relevant guidance in Keeping Children Safe in Education 2022 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS) and will maintain an accurate Single Central Record (SCR) in line with statutory guidance.
The Trust is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

3.10 The Principal and DSL will provide an annual report to the Trust Board at the end of each year detailing safeguarding training which has been provided to staff and maintain an up to date register of who has accessed and completed that training.

4. AUTHOR

4.1 This policy is produced using the template provided by SMBC.
4.2 The author of this policy is the Designated Safeguarding Lead. They should be contacted for any points of clarification or suggested future amendments.

5. VERSION CONTROL

Policy Number	SAFEG-03
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Approved by	Full Trust Board
Date of Approval	October 2023
Key changes since previous version	1. Policy is no longer reformatted as bespoke to the Trust.
Next Review Date	Annual Check with the SMBC site, only update when that policy is updated.

1 Child protection policy

Heart of England School

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Date written	**September 2023**
Date of last update	**September 2023**
Date agreed and ratified by governing body or management committee	**October 2023**
Date of next full review	**October 2024**

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

1.1 Key contacts

	Name	**Contact details**
Designated safeguarding lead (DSL)	Steve Hawkes	hawkess@heart-england.co.uk 01676 535222
Deputy designated safeguarding lead	Grace Theay	theayg@heart-england.co.uk 01676 535222
Deputy designated safeguarding lead	John Williams	williamsj@heart-england.co.uk 01676 535222
Headteacher or equivalent	Jacqueline Hughes-Williams	office@heart-england.co.uk 01676 535222 01676 535222
Safeguarding governor or equivalent	Malcolm Halliday	01676 535222

1.2 Get more information about this document

Name	**Steve Hawkes**
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Telephone	

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1.2.1 Introduction

Heart of England School ("The Trust") recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

The Trust believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Staff working with children at the Trust will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

The Trust recognises the importance of providing an ethos and environment within school/college that will help children to be safe and to feel safe, including online. In our school/college children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

We acknowledge that a child 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. We understand that this may happen for a range of reasons but would never let it prevent us from raising concerns with the DSL. We are committed to building trusted relationships with children and young people which facilitate communication.

Our core safeguarding principles are:

- **Prevention**

  positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

- **Protection**

  following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

- **Support**

  for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.

- **Working with parents and other agencies**

  to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSiE 2023.

1.2.2 Policy context

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping children safe in education' 2023 (KCSiE) which requires individual schools and colleges to have an effective child protection policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:

- Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (particularly as regards to diversity inclusion, prejudicial and discriminatory bullying and sexual violence & harassment).
- Keeping children safe in education 2023 (KCSiE)
- Working together to safeguard children 2018 (WTSC)
- Ofsted: Education Inspection Framework' 2023
- Framework for the Assessment of Children in Need and their Families 2000
- Solihull MBC Safeguarding Children Procedures
- Early Years and Foundation Stage Framework 2023 (EYFS)
- The Education Act 2002
- Education and Inspections Act 2006 (Not relevant to all settings so remove if not applicable.)
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015

Sections 157 and 175 of the Education Act 2002 require school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under

18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.2.3 Definition of safeguarding

In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

The school/college acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
- Bullying, including cyberbullying
- Children with family members in prison
- Children Missing Education (CME)
- Children who are absent from education
- Child-on-child abuse
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse

- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
- Online safety including responding to harmful online challenges
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting

(Also see Part One and Annex B within 'Keeping children safe in education' 2023)

1.2.4 Related safeguarding policies

This policy is one of a series in the Trust integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- School behaviour policy including use of reasonable force/physical restraint (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low- level concerns, allegations against staff and whistleblowing, acceptable internet/social use
- Searching, screening and confiscation
- Online safety (which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks)
- Data protection and information sharing
- Relationship and Sex Education (RSE)
- Personal and intimate care

- Health and safety, including plans for school/college reopening
- Attendance and the school's response to children who are absent
- Risk assessments (e.g., school trips, use of technology, school/college re-opening)
- First aid and accidents
- Safer recruitment

1.2.5 Policy compliance, monitoring and review

The Trust will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and/or Annex A of KCSiE 2023 as appropriate. This is on Safety Cloud and also in U:\Staff Information\Policies\Essential Reading 2023.

Parents/carers can obtain a copy of the school/college Child protection policy and other related policies on request. Additionally, our policies can be viewed via the school/college website: https://heart-england.co.uk/About Us

The policy forms part of the Trust's development plan and will be reviewed annually by the Trust Board and Senior Leadership Team (SLT) who have responsibility for oversight of safeguarding and child protection systems.

The designated safeguarding lead and Principal will ensure regular reporting on safeguarding activity and systems to the Trust Board. The Trust Board will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

1.3 Key responsibilities

1.3.1 Governance and leadership

The Trust Board and SLT have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

The Trust Board have regard to the KCSiE 2023 guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.

The Trust has a nominated governor (or equivalent) for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the Trust has an effective

policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

All trustees receive appropriate safeguarding and child protection (including online) training at induction. Training is updated regularly.

The Trust Board and SLT will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The Trust Board has reviewed the Department for Education filtering and monitoring standards and is has met them in partnership with the designated safeguarding lead, IT staff and service providers.

The Department for Education has published **filtering and monitoring standards** which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The Principal will ensure that our child protection and safeguarding policies and procedures adopted by the Trust Board, are understood, and followed by all staff.

1.3.2 Designated safeguarding lead (DSL)

The Trust has appointed Steve Hawkes a member of SLT as the designated safeguarding lead (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in the Trust. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The Trust has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence:

- Grace Theay and John Williams

It is the role of the DSL to carry out their functions as identified in Annex C of KCSiE 2023. This includes but is not limited to:

- Taking lead responsibility for safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place)
- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action for individual children
- When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaising with other agencies and professionals in line with KCSiE 2023 and WTSC 2018.
- Liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the **Statutory guidance - PACE Code C 2019**.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the **West Midlands Safeguarding and Child Protection Procedures** including referrals, are followed, as necessary.
- Representing, or ensure the school/college is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Managing and monitoring the school/college role in any multi-agency plan for a child.
- Being available during term time (during Trust hours) for staff in the Trust to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school/college leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSiE.
- Informing the headteacher/principal of any significant safeguarding issues.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard

as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

1.3.3 Members of staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school/college safeguarding policies and systems including child protection policy (which includes the policy and procedures to deal with child-on-child abuse), behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying), staff Code of Conduct (which includes low-level concerns, allegations against staff and whistleblowing) and our safeguarding response to children who are absent from education, particularly on repeat occasions and /or prolonged periods.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Maintain professional curiosity even where children may not feel ready or know how to tell someone they are being abused.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

1.3.4 Children and young people

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.

- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school/college safeguarding policies.
- Receive support from a trusted adult who recognises the additional barriers that some young people may face, for example those who identify as lesbian, gay, bi, or trans (LGBT).
- Learn how to keep themselves safe, including online.

1.3.5 Parents and carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school/college policies and procedures.
- Talk to their children about safeguarding issues and support the Trust in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from the Trust or other agencies.

1.4 Child protection procedures

1.4.1 Recognising indicators of abuse and neglect

All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2023. These are outlined locally within the **West Midlands Regional Child Protection Procedures.**

The Trust recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

For further information see Appendix 1.

The Trust recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important

to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

The Trust recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

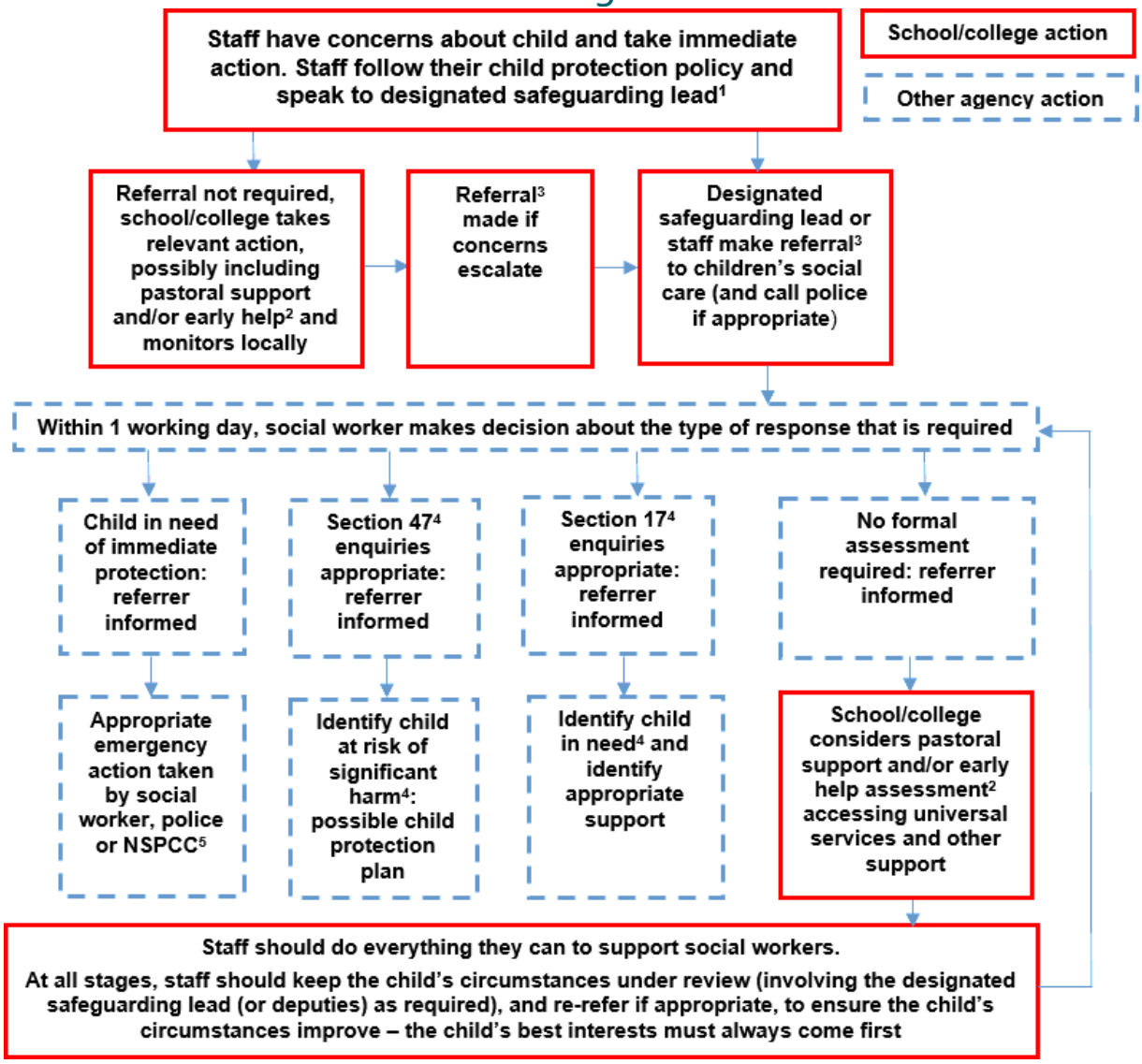
Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the Trust. Children can be 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 exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online. Children may also be exposed to harmful online challenges and online hoaxes.

By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.



All members of staff are expected to be aware of and follow this approach if they are concerned about a child

1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSiE 23.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children (2018) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children (2018).
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of

significant harm. Full details are in chapter one of Working together to safeguard children.

5. This could include applying for an Emergency Protection Order (EPO).

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

The Trust recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

If deemed necessary by the headteacher or by staff authorised by the headteacher following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the school/college 'Searching, Screening and Confiscation' policy and behaviour policy, which is informed by the **DfE 'Searching, screening and confiscation at school'** guidance.

1.4.2 Responding to child protection concerns

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to the concern and be non-judgmental.
- only use open questions to clarify information where necessary, e.g., who, what, where, when or Tell, Explain, Describe (TED).
- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Children's Services.
- be clear about boundaries and how the report will be progressed.
- record the concern in line with the Trust's record keeping requirements on a Concern form.
- inform the DSL (or deputy), as soon as practically possible, by giving them the Concern form.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from MASH. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

The Trust will respond to concerns in line with the West Midlands Regional Child Protection Procedures.

- The full West Midlands child protection procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: **https://westmidlands.procedures.org.uk/page/contents**

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to Integrated Children's Services (via the MASH) and/or the police, in line with West Midlands child protection and safeguarding procedures: Solihull Children's Social Work Services MASH Team 0121 788 4300.

the Trust The Trust recognises that in situations where there are immediate child protection concerns for a child as identified in line with **Thresholds guidance,** it is NOT to investigate as a single agency, but to act in line with West Midlands procedures which may involve multi-agency decision making.

The DSL may seek advice or guidance from a social worker within MASH who are the first point of contact for Children's Services.

All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Where is it is identified a child may benefit from early help support the DSL (or deputy) will generally lead as appropriate and complete an early help assessment in partnership with the child/young person and their family in consultation with MASH

The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the MASH if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following Solihull SSCP's escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves:

Emergency resolution procedure– If a professional and their line manager agree that a child/children are **likely to suffer significant harm with the next 24 hours and their dispute is still on-going** then they may need to refer to this procedure.

The Trust is working in partnership with West Midlands Police and Solihull Children's Services to identify and provide appropriate support to children who have experienced domestic abuse in their household; this scheme is called **Operation Encompass**.

On receipt of any information, the DSL will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with the Operation Encompass Joint Agency Protocol for Domestic Abuse. We will record and store this information in accordance with the record keeping procedures around safeguarding the wellbeing of children and young people.

Parental consent

In the event of a request for support to MASH being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by West Midlands child protection and safeguarding procedures. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

A decision by any professional not to seek parental permission before making a referral to Children's Services will be recorded and the reasons given.

Where a parent has agreed to a referral, this will be recorded and confirmed on the multi-agency referral form (MARF). Where the parent is consulted and refuses to give permission for the referral, further advice will be sought from MASH, unless to do so would cause undue delay. Any further advice and decision making will be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement will be recorded;
- Children's Services will be told that the parent has withheld her/his permission;
- The parent will be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made. The timing of this contact will be agreed with Children's Services.

1.4.3 Recording concerns

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the Trust's concern form and passed without delay to the DSL. Concern forms are kept in the staff room.

Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed. If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school/college. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school/college, under confidential and separate cover as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support. Where the school/college receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

1.4.4 Multi-agency working

The Trust recognises and is committed to its responsibility to work within the West Midlands Child Protection and Procedures safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

The Trust recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to West Midlands processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, core groups, strategy meetings, child in need meetings or other early help multi-agency meetings.

1.4.5 Confidentiality and information sharing

The Trust recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSiE 2023.

The Trust has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school/college is complaint with all matters relating to confidentiality and information sharing requirements. The DPO is Joan Fuller, email: **dataprotection@heart-england.co.uk** working with the support of Solihull Information Governance team..

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 (KCSiE 2023). DfE ''Information sharing advice for safeguarding practitioners'' (2018) provides further detail

The Principal and DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our Confidentiality policy. They also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

1.4.6 Complaints

All members of the Trust's community should feel able to raise or report any concerns about children's safety or potential failures in the Trust's safeguarding regime. The Trust has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be provided on request, on the website, and in U:\Staff Information\Policies\STAFF Policies.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: **help@nspcc.org.uk** .

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email **help@nspcc.org.uk** .

The leadership team at the Trust will take all concerns reported to the Trust seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with our managing allegations policy. Any member of staff/volunteer/parent/carer can contact Solihull's local authority designated officer (LADO) 0121 788 4310 if they have a concern about an adult working/volunteering in our Trust.

1.5 Specific forms of abuse and safeguarding issues

The Trust is aware of a range of specific forms of abuse and safeguarding issues that can put children at greater risk of harm. In addition to Part One, DSLs, school/college leaders and staff who work directly with children will read annex B of KCSiE 2023 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to these types of abuse and safeguarding issues, they should speak with the DSL or a deputy.

1.5.1 Child-on-child abuse

All members of staff at the Trust recognise that children are capable of abusing their peers, and that it can happen both inside and outside of the Trust and online.

The Trust recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- Upskirting (which is a criminal offence), 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
- Initiation/hazing type violence and rituals

The Trust believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The Trust recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability

and culture of those involved, i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g., when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

In order to minimise the risk of child-on-child abuse, the Trust will:

> Continue ongoing education and training on how to handle abuse via assemblies and the age-appropriate Sex and Relationship Education (SRE). The form tutor who is available during registration to talk to and who has an email address which students can use. A pastoral and an academic manager, for each year group, to talk to and who has an email address which students can use. The School nurses and the youth service "Kooth" who run a text-based support service and with whom students can book an appointment. Parents and students can contact any of their academic and pastoral carers using the school system on Arbor which is available 24 hours a day. A designated email address **concerns@heart-england.co.uk** is available for all students, parents/carers and members of our community. It is publicised in school and on the school website.

The Trust wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated Trust policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by:

- All reports will be taken seriously.
- The children's voice will be heard and recorded accurately
- There is no room for victim blaming.
- Appropriate pastoral support will be provided,
- Working with parents/carers,
- Reviewing procedures/approaches to improve outcomes,

- If necessary, informing the police and discussing with our intervention and prevention officer.

1.5.2 Child-on-child sexual violence or harassment

When responding to concerns relating to child-on-child sexual violence and sexual harassment, the Trust will follow the guidance outlined in Part five of KCSiE 2023.

The Trust recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

The Trust has a zero tolerance approach to sexual violence or sexual harassment.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report. We will never downplay the seriousness of abuse that occurs online or outside of school.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school/college and where necessary will be referred to MASH and/or the police.

We acknowledge that children may not find it easy to tell staff about their abuse verbally. Staff are aware that children's behaviour may suggest that they have been harmed or something is wrong. Reports of abuse may be indirect through friends or overheard by others. All concerns will be acted upon immediately and discussed with the DSL (or their deputy).

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of

abuse, if there are any ongoing risks to the victim, other children, adult students or Trust staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from MASH.

1.5.3 Nude and/or semi-nude image sharing by children

The term ‘sharing nudes and semi-nudes’ is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people ’guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing and should be read and understood by DSLs working will all age groups, not just older learners.

The Trust recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or “sexting”) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:

- Report any concerns to the DSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people’ and the local West Midlands guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to MASH and/or the police immediately if:
- The incident involves an adult (over 18).
- There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

If DSLs are unsure how to proceed, advice will be sought from MASH.

1.5.4 Harmful sexual behaviour

The Trust recognises that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. We define developmentally inappropriate sexual behaviour that is problematic, abusive or violent as harmful sexual behaviour (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two. DSLs and their deputies have received training in HSB. We recognise that children displaying HSB may have experienced their own abuse and trauma and will ensure that they are appropriately supported.

1.5.5 Child sexual exploitation (CSE) and child criminal exploitation (CCE)

The Trust recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

1.5.6 Serious violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.

- The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

1.5.7 Domestic abuse

All staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

1.5.8 So-called ‘honour’-based abuse

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and concerns should be responded to in line with other safeguarding concerns. Staff will report any concerns about so-called HBA to the DSL (or a deputy).

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

1.5.9 Preventing radicalisation

The Trust is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

The Trust recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

1.5.10 Cybercrime

The Trust recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to using the Cyber Choices lesson plans (**https://www.wmcyber.org/educators/**), which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

1.6 Supporting children potentially at greater risk of harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

1.6.1 Safeguarding children with special educational needs or disabilities (SEND)

The Trust acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

The Trust recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school/college will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDco (Kiran Chauhan-Treadwell) to plan support as required.

1.6.2 Children requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The Mental Health and Well-Being policy describes the Trust's approach to supporting any one experiencing difficulties with their mental health.

Children who are absent ~~missing~~ from education

Children who are absent ~~missing~~ from education, particularly for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation – particularly county lines.

Where the Trust has concerns that a child is absent ~~missing~~ from education, we will respond in line with our statutory duties and local policies. Local support is available via the Inclusion Service: **Managing school attendance (sharepoint.com)**

1.6.3 Elective home education

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national elective home education guidance and local Solihull guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

1.6.4 Children who are missing education

Children missing education (CME) are children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at a school. They share the same vulnerabilities as children who are absent from education.

They are:

- Children whose whereabouts are known but they do not have any educational provision in place
- Children whose whereabouts are unknown and therefore so is their educational provision

Where the school/college have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the Inclusion Service: **Children missing education (CME) and pupil tracking (sharepoint.com)**

1.6.5 Looked after children, previously looked after children and care leavers

The Trust recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and that a previously looked after child also potentially remains vulnerable.

All staff have the skills, knowledge and understanding to keep looked after children safe.

The DSL will hold details of social workers working with children in the school/college and the name of the virtual school head in the authority looking after them so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children have a social worker, this will inform school/college decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

The school has appointed a 'designated teacher' (John Williams, Assistant Principal) who works with local authorities to promote the educational achievement of registered pupils who:

- Are looked after or who have been previously looked after;
- Have left care through adoption, special guardianship or child arrangement orders;
- Were adopted from state care outside England and Wales.

The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The designated teacher has received appropriate training, the relevant qualifications and experience. They work with the child's virtual headteacher to discuss how pupil premium plus to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Where the Trust believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the local authority via MASH.

Where a child is leaving care, the DSL will hold details of the local authority personal advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

1.6.6 Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. The Trust will adopt a whole school/college approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The Trust will ensure online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

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

- **Content**

being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **Contact**

being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct**

personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

- **Commerce**

risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The Trust recognises that technology, and the risks and harms related to it, evolve and change rapidly. The Trust will carry out an annual review of our approaches to online safety including provision of filtering and monitoring, supported by an annual risk assessment which considers and reflects the risks our children face.

The Principal will be informed of online safety concerns by the DSL, as appropriate. The named trustee for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider Trust Board.

1.6.7 Policies and procedures

The DSL has overall responsibility for online safety, including filtering and monitoring within the school/college but will liaise with other members of staff, for example IT technicians, Deputy DSL's, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies.

- Internal sanctions and/or support will be implemented as appropriate.

- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

The Trust uses a wide range of technology. This includes (amend as appropriate) computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

- All Trust owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

The Trust recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2021 The Trust has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

These policies can be found on the school website and in U:\\Staff Information\Policies\COMmuications and DAta policies..

1.6.8 Appropriate filtering and monitoring

The Trust will do all we reasonably can to limit children's exposure to online risks through school/college provided IT systems and will ensure that appropriate filtering and monitoring systems are in place. The internet and school server are filtered by 'Watch Guard'. Our email filtering is provided by 'Barracuda'. The monitoring supplier is 'Smoothwall'. We subscribe to Smoothwall monitored service. Smoothwall captures all events, Level 1-5. Level 3+ events trigger an automated email to the DSL's and our safeguarding administrator to ensure they are assessed quickly. DSL's will take action to safeguard the event and will consider the context and history of the student. This might involve input from the pastoral team, form tutor, classroom teacher or curriculum leader. The DSL will 'close' the event on Smoothwall with a note added as necessary. If it is a safeguarding concern our child protection procedures will be followed, including the event being logged on CURA.

The DSL will monitor Smoothwall Dashboard and feedback during DSL meetings. The data will be shared with Mr Halliday (Safeguarding Governor) when he attends meetings and presented to the Trust Board Annually as part of the Safeguard presentation.

If learners or staff discover unsuitable sites or material, they are required to:

- report the concern immediately to a member of staff,
- report the URL of the site to technical staff/services.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, the Trust will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The Trust acknowledges that whilst filtering and monitoring is an important part of school/college online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

1.6.9 Information security and access management

The Trust is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in list name of relevant policies e.g., information security, acceptable use policies and/or online safety policy. These policies should address expectations with regards information security and access to systems e.g., password safety etc.

The Trust will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

1.6.10 Staff and trustee training

The Trust will ensure that all staff and trustees receive online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of induction and that ongoing online safety training and updates for all staff and governors will be integrated, aligned and considered as part of our overarching safeguarding approach.

1.6.11 Educating learners

The Trust will ensure a comprehensive whole school/college curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

1.6.12 Working with parents and carers

The Trust will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

Providing initial information in the induction booklet which also signpost e-safety support for parents/carers on our website. During the first half term in Year 7 students will learn about E-Safety in computer science lessons. During this period Parents receive a communication from the Computer Science Department to outline the learning students will receive and providing parents/carers with helpful tips and aspects to be mindful of when their young person is using technology. This advice includes links to resources where parents can find ongoing support and advice around this issue. Students will continue to discuss E-Safety issues throughout the remainder of Key Stage 3 and Parents will receive reminders of those tips and resources once per year. Weekly communication with parents/carers is provided by our 'Newsbrief' this, along with 'Parent mail' allows us to communicate current on-line safety issues to our community.

1.6.13 Remote learning

The Trust will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and parents/carers will take place using school/college provided or approved communication channels; for example, Trust provided email accounts and phone numbers.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in the Trust's behaviour policy, Code of conduct and Acceptable Use Policies.

Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

When delivering remote learning, staff will follow our Remote Learning/Acceptable Use Policy (AUP). If schools/colleges do not have a remote learning AUP, key messages and expectations should be included within this policy or added within existing AUPs.

Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. The Trust will continue to be clear who from the Trust (if anyone) their child is going to be interacting with online.

Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

1.7 Staff and governor engagement and expectations

1.7.1 Awareness, induction and training

All members of staff and governors have been provided with access to a copy of part one of KCSiE 2023 which covers safeguarding information for staff. staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children. If schools/colleges opt to use Annex A with some staff due to their role, leaders may wish to document this decision within the policy e.g., 'all members of staff who do not work directly with children will read Annex A.

- School/college leaders, including the DSL will read KCSiE in its entirety.
- School/college leaders and all members of staff who work directly with children will read Annex B.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them. List how and where this information is kept e.g., single central record.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school/college internal safeguarding processes, as part of their induction. Specific training is delivered by the DSL's on the new staff induction day. This is face to face but also includes an interactive presentation. Individual training is provided to new joiners throughout the academic year. We also issue a booklet titled 'Safeguarding Induction for agency staff, visitors and volunteers'. Our monthly safeguarding Newsletter also provides updates and reminders to all staff.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school/college safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be achieved via monthly Safeguarding newsletters which identify current issues and have a monthly 'spotlight' to provide additional information and training. This is supplemented by a Safeguarding Quiz completed by all staff to test their understanding of the Newsletters. This will be achieved, via email, e-bulletins, staff meetings and quizzes.

Staff will be encouraged to contribute to and shape school/college safeguarding arrangements and child protection policies. This will be achieved via input from the leadership team, pastoral team and feedback from all staff after they have completed the termly safeguarding quiz.

The DSL and headteacher/principal will provide an annual report to the Trust Board detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

All trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. The trust board receive in house safeguard training from the DSL's, they have access to our pre-recorded safeguard training PowerPoint and and our monthly safeguard newsletters. We are in the process of establishing additional on-line modules from TES training platform.

1.7.2 Safer working practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school/college behaviour policy/code of conduct.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the school/college expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).

Staff will be made aware of the Trust's behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant Trust policies including staff Code of Conduct, Acceptable Use Policies, and Social Media and Communications policies..

1.7.3 Supervision and support

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk in line with our Supervision and Safeguarding support policy.

1.8 Safer recruitment and allegations

1.8.1 Safer recruitment and safeguarding checks

The Trust is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

The Trust will follow relevant guidance in Keeping Children Safe in Education 2023 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)

The Trust Board and SLT are responsible for ensuring that the Trust follows safe recruitment processes as outlined within guidance.

The Trust Board will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

The Trust maintains an accurate Single Central Record (SCR) in line with statutory guidance.

The Trust are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

Where the school/college places a learner with an alternative provision provider, the school/college will continue to be responsible for the safeguarding of that child.

The school/college will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Where the Trust organises or supports work experience placements, we will follow the advice and guidance as identified in Part three of KCSiE 2023.

Where the Trust organises homestays as part of exchange visits, we will follow the advice and guidance as identified in Part three and Annex D of KCSIE 2023

1.8.2 Allegations and concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

The Trust will respond to allegations in line with the local Solihull arrangements and Part four of KCSiE 2023. In depth information can be found within our 'Managing Allegations against Staff' and Code of Conduct policy. This can be found in U:\\Staff Information\Policies\STAFF policies.

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school/college from potential false allegations or misunderstandings.

Where headteachers/principals are unsure how to respond, for example if the school/college is unsure if a concern meet the harm 'thresholds', advice will be sought via the LADO.

1.8.2.1 Organisations or individuals using school premises

If we receive an allegation relating to an incident that happened when an individual or organisation was using the school/college 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, we will follow our safeguarding policies and procedures, including informing the LADO.

1.8.2.2 Concerns that meet the harm threshold

The Trust recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff which meet this threshold will be referred immediately to the Principal who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Principal, staff are advised that allegations should be reported to the chair of the Trust Board who will

contact the LADO. In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO.

1.8.2.3 Concerns that do not meet the harm threshold

The Trust may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and that do not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Our process and procedures for sharing low-level concerns. Where low-level concerns are reported, the Principal will to share or liaise with the appropriate staff, agencies or enquiries officer via the LADO Enquiry Line. Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the Trust will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures. Additional information regarding low-level concerns is contained with our staff code of conduct – this includes what a low-level concern is and the importance of sharing them.

Low-level concerns will be recorded in writing on the software package CURA and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. Where a pattern is identified, the Trust will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures. Records are kept confidentially, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) on CURA and in encrypted folders.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Additional information regarding low-level concerns is contained with ourChild Protection Policy and our Code of Conduct – this includes what a low-level concern is and the importance of sharing them.

If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

1.8.2.4 Safe culture

As part of our approach to safeguarding, the Trust has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the Trust safeguarding regime. The leadership team at the Trust will takes all concerns or allegations received seriously.

All members of staff are made aware of the school/college whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The Trust has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff at our school/college, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

1.9 Opportunities to teach safeguarding

The Trust will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships and Sex Education (secondary schools) and Health Education (for all state-funded schools).

We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is ‘safe’, to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

The Trust recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Our Trust systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

1.10 Physical safety

1.10.1 Use of reasonable force

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our Behaviour – Use of Physical Intervention Policy.

1.10.2 The use of premises by other organisations

Where services or activities are provided separately by another body using the school/college facilities/premises, the headteacher/principal and governing body/proprietor will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused. Further detail can be found in our Lettings Policy.

Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

1.10.3 Site security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school/college as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge on a visitors lanyard whilst on site.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. Students must report concerns to the nearest member of staff but are encouraged, if they feel it is safe to do so, to ask the individual directly. No child or member of staff should be put at risk by their concern.

The Trust will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school/college site.

1.11 Local support

All members of staff in the Trust are made aware of local support available.

1.12 LADO

0121 788 4310
lado@solihull.gov.uk

1.12.1.1 Children's Services

Solihull Children's Social Work Services MASH Team 0121 788 4300
Education representatives within the MASH team – Wendy Hillier and Nick Walker 0121 788 4364/4449 **masheducation@solihull.gov.uk** . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
Emergency Duty Team (EDT) 0121 605 6060
Multi-agency referral form

1.12.1.2 West Midlands Police

101 or 999 if there is an immediate risk of harm

Young Person's Officer

Naiyer Khan PC 22226 **naiyer.khan@westmidlands.police.uk**

Tel: 101 ext. 891 3040

Schools Intervention Officer, Solihull Early Help Team (North):

Ben Lowe PC 21309 **ben.lowe@westmidlands.police.uk**

Tel: 07391412120

Schools Intervention and Prevention officer, Solihull NPU (South):

Nick Birch PC 22449 **nick.birch@westmidlands.police.uk**

Tel: 07387097586

Schools Intervention and Prevention officer, Alternative Provision (inc. Solihull Academy sites, Castlewood, Island Project, Forest Oak)

Tony Deaves PC 7760 antony.deaves@westmidlands.police.uk

West Midlands Police Violence Reduction Unit (VRU) West Midlands Violence Reduction Unit (westmidlands-vru.org)

1.12.1.3 Solihull Safeguarding Children's Partnership (SSCP)

Solihull Safeguarding Children Partnership (SSCP) for:

- Practitioners' toolbox
- Thresholds guidance
- Early help – guidance and procedures

- Dispute resolution procedures, and template – to help if you have a disagreement with a professional from another agency about a case.

- Emergency resolution procedure – If a professional and their line manager agree that a child / children are **likely to suffer significant harm with the next 24 hours and their dispute is still on-going** then they may need to refer to this procedure

- SSCP training portal

1.12.1.4 Adult safeguarding

Professional Safeguarding concern | solihull.gov.uk

Adult Social Care via 0121 704 8007 ccadults@solihull.gov.uk

1.13 Appendix 1: Categories of abuse

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

1.13.1 Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

1.13.2 Sexual abuse

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

Signs that **may** indicate sexual abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

1.13.3 Physical abuse

This form of 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.

Signs that **may** indicate physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

1.13.4 Emotional abuse

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

Signs that **may** indicate emotional abuse

- Over reaction to mistakes

- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

1.13.5 Neglect

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

Signs that **may** indicate neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

1.14 Appendix 2: Support organisations

1.14.1.1.1 Solihull Council contacts

- Solihull Children's Social Work Services MASH Team 0121 788 4300
- Education representatives within the MASH team – Wendy Hillier and Nick Walker 0121 788 4364/4449 **masheducation@solihull.gov.uk** . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
- Emergency Duty Team (EDT) 0121 605 6060
- **Multi-agency referral form**
- Local Authority Duty Officer (LADO) – 0121 788 4310
- SMBC Adult Social Work one stop referral – 0121 704 8007

1.14.1.1.2 Birmingham contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888 **http://www.lscpbirmingham.org.uk/safeguarding-concerns/cass**

1.14.1.1.3 Coventry contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555 **http://www.coventry.gov.uk/info/31/children_and_families/2186/coventrys_multi_agency_safeguarding_hub_mash**

1.14.1.1.4 Warwickshire contacts

- Children's Social Care during office hours: 01926 410410
- Emergency Duty Service 01926 886922 outside office hours only **https://www.warwickshire.gov.uk/childprotection**

1.14.1.1.5 Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)
- Emergency Duty Team (EDT) on 01905 768020 outside office hours **http://www.worcestershire.gov.uk/areyouworriedaboutachild**
- Children missing education services 0121 704 6663 **https://www.solihull.gov.uk/Schools-and-learning/Children-missing-education-service**.

1.14.1.2 Solihull Council school extranet safeguarding pages

1.14.1.3 My Solihull Maps

1.14.1.4 The Waiting Room Birmingham and Solihull wellbeing services

1.14.1.5 Solar

1.14.1.6 SIAS (Solihull Integrated Addiction Services)

1.14.1.7 Kooth

1.14.1.7.1 NSPCC Report abuse in education

- Helpline 0800 136 663 or **help@nspcc.org.uk**

1.14.1.7.2 National organisations

- NSPCC: **www.nspcc.org.uk**
- Barnardo's: **www.barnardos.org.uk**
- Action for Children: **www.actionforchildren.org.uk**
- Children's Society: **www.childrenssociety.org.uk**

1.14.1.7.3 Support for staff

- Education Support Partnership: **www.educationsupportpartnership.org.uk**
- Professional Online Safety Helpline: **www.saferinternet.org.uk/helpline**

1.14.1.7.4 Support for learners

- ChildLine: **www.childline.org.uk**
- Papyrus: **www.papyrus-uk.org**
- The Mix: **www.themix.org.uk**
- Shout: **www.giveusashout.org**
- Fearless: **www.fearless.org**
- Victim Support: **www.victimsupport.org.uk**

1.14.1.7.5 Support for adults

- Family Lives: **www.familylives.org.uk**

- Crime Stoppers: **www.crimestoppers-uk.org**
- Victim Support: **www.victimsupport.org.uk**
- The Samaritans: **www.samaritans.org**
- NAPAC (National Association for People Abused in Childhood): **www.napac.org.uk**
- MOSAC: **www.mosac.org.uk**
- Action Fraud: **www.actionfraud.police.uk**
- Shout: **www.giveusashout.org**
- Advice now: **www.advicenow.org.uk**

1.14.1.7.6 Support for learning disabilities

- Respond: **www.respond.org.uk**
- Mencap: **www.mencap.org.uk**
- Council for Disabled Children: **https://councilfordisabledchildren.org.uk**

1.14.1.7.7 Contextual Safeguarding Network

- **https://contextualsafeguarding.org.uk/**

1.14.1.7.8 Substance misuse

- We are with you (formerly Addaction): **www.wearewithyou.org.uk/services/kent-for-young-people/**
- Talk to Frank: **www.talktofrank.com**

1.14.1.7.9 Domestic abuse

- Domestic abuse services: **www.domesticabuseservices.org.uk**
- Refuge: **www.refuge.org.uk**
- Women's Aid: **www.womensaid.org.uk**
- Men's Advice Line: **www.mensadviceline.org.uk**
- Mankind: **www.mankindcounselling.org.uk**
- National Domestic Abuse Helpline: **www.nationaldahelpline.org.uk**
- Respect Phoneline: **https://respectphoneline.org.uk**

1.14.1.7.10 Criminal and Sexual Exploitation

- National Crime Agency: **www.nationalcrimeagency.gov.uk/who-we-are**

- It's not okay: **www.itsnotokay.co.uk**
- NWG Network: **www.nwgnetwork.org**

1.14.1.7.11 Honour-based abuse

Forced Marriage Unit: **www.gov.uk/guidance/forced-marriage**

FGM Factsheet: **https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf**

Mandatory reporting of female genital mutilation: procedural information: **www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information**

1.14.1.7.12 Child-on-child abuse, including bullying, sexual violence and harassment

- Rape Crisis: **https://rapecrisis.org.uk**
- Brook: **www.brook.org.uk**
- Disrespect Nobody: **www.disrespectnobody.co.uk**
- Upskirting – know your rights: **www.gov.uk/government/news/upskirting-know-your-rights**
- Lucy Faithfull Foundation: **www.lucyfaithfull.org.uk**
- Stop it Now! **www.stopitnow.org.uk**
- Parents Protect: **www.parentsprotect.co.uk**
- Anti-Bullying Alliance: **www.anti-bullyingalliance.org.uk**
- Diana Award: **www.antibullyingpro.com/**
- Bullying UK: **www.bullying.co.uk**
- Kidscape: **www.kidscape.org.uk**

1.14.1.7.13 Online safety

- CEOP: **www.ceop.police.uk**
- Internet Watch Foundation (IWF): **www.iwf.org.uk**
- Think U Know: **www.thinkuknow.co.uk**
- Childnet: **www.childnet.com**
- UK Safer Internet Centre: **www.saferinternet.org.uk**
- Report Harmful Content: **https://reportharmfulcontent.com**

- Marie Collins Foundation: **www.mariecollinsfoundation.org.uk**
- Internet Matters: **www.internetmatters.org**
- NSPCC: www.nspcc.org.uk/onlinesafety and **www.net-aware.org.uk**
- Get Safe Online: **www.getsafeonline.org**
- Parents Protect: **www.parentsprotect.co.uk**
- Cyber Choices: **https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices**
- National Cyber Security Centre (NCSC): **www.ncsc.gov.uk**

1.14.1.7.14 Mental health

- Mind: **www.mind.org.uk**
- Moodspark: **https://moodspark.org.uk**
- Young Minds: **www.youngminds.org.uk**
- We are with you (formerly Addaction): **www.wearewithyou.org.uk/services/kent-for-young-people/**
- Anna Freud: **www.annafreud.org/schools-and-colleges/**

1.14.1.7.15 Radicalisation and hate

- Educate against Hate: **www.educateagainsthate.com**
- Counter Terrorism Internet Referral Unit: **www.gov.uk/report-terrorism**
- True Vision: **www.report-it.org.uk**

1.14.1.7.16 Children with family members in prison

- National information Centre on Children of Offenders (NICCO): **https://www.nicco.org.uk/**