Leycroft Academy
Child Protection and Safeguarding Policy 2025-2026 DRAFT

Commitment to review

This policy will be flexible to change and will be reviewed on an ongoing basis to reflect where there are any changes in government legislation or any changes in the duty of statutory agencies in child protection and/or the wider safeguarding agenda. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible below, who shall be accountable for that action.

Reviewed by:	Keeley Fraser
Ratified at the LAC by:	Full LAC Meeting September 2024
Signed- Chair of LAC (and safeguarding responsibility):	Vikash Joshi
Signed- Head Teacher	Patrick Jones
Review date:	September 2026

Key information			
Designated Safeguarding Leads:	Patrick Jones (Head Teacher)	Deputy Designated Safeguarding leads:	Zoe Redding Keeley Fraser Shelley Sims Francesse Timmins
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The Safeguarding Team at Leycroft Academy		
Head Teacher and **Designated Safeguarding Lead (DSL)**	**Patrick Jones** p.jones@leycroft.fet.ac	
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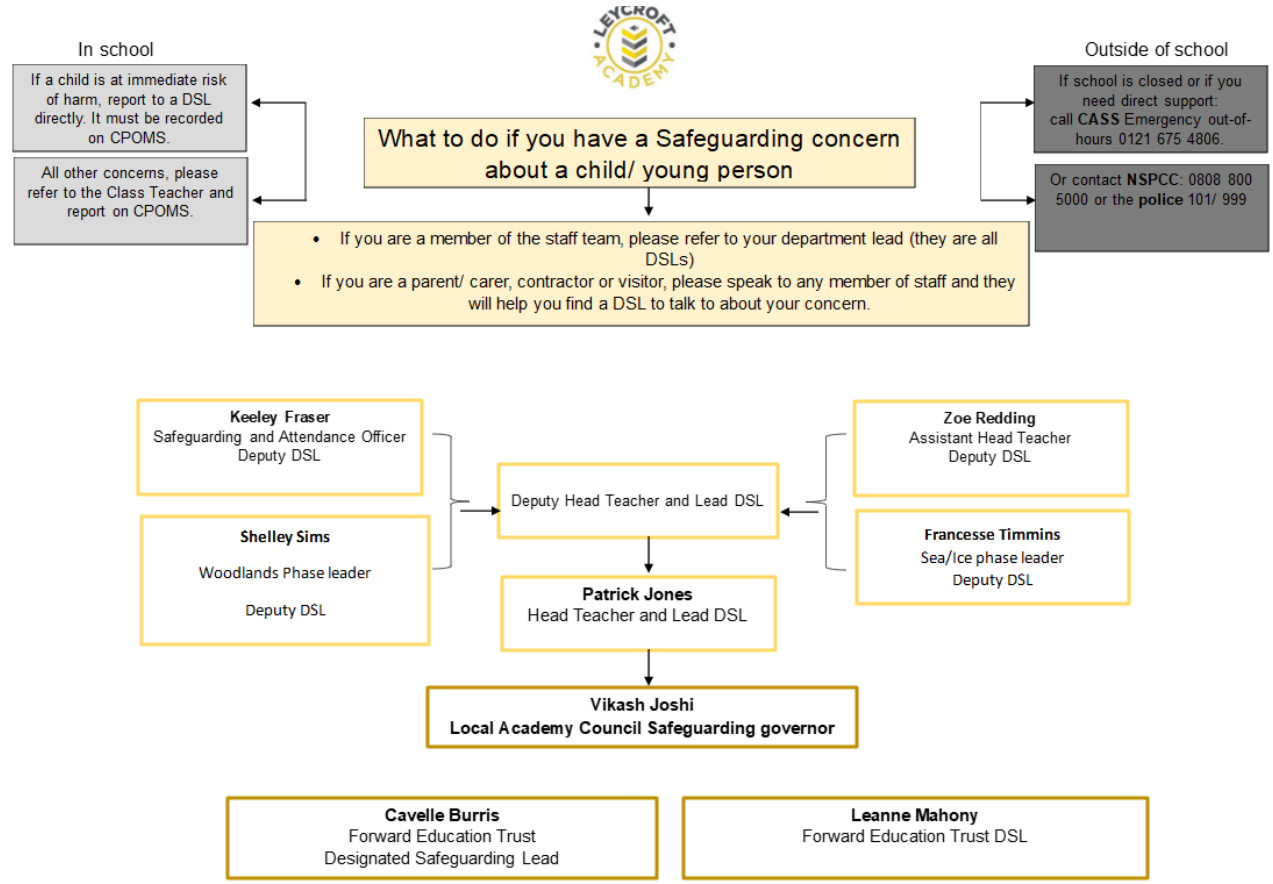
Deputy Designated Safeguarding Lead (DSL) and phase leader for ice/sea	**Francesse Timmins** f.timmins@leycroft.fet.ac	
Deputy Designated Safeguarding Lead (DSL) and **Safeguarding and Attendance Officer**	**Keeley Fraser** k.fraser@leycroft.fet.ac	
Forward Education Trust Designated Safeguarding Lead (DSL)	**Leanne Mahony** l.mahony@leycroft.fet.ac	
Forward Education Trust Safeguarding Lead (DSL)	**Cavelle Burris** c.burris@fet.ac	

Chair of the Education Committee with responsibility for safeguarding	**Kate Canty - Trustee with Safeguarding Responsibilities** **K.canty@fet.ac**	
Local Academy Council member Responsible for Safeguarding, Prevent Governor and LAC chair	**Vikash Joshi** **v.joshi@fet.ac**	

DSL Organisation Chart



Context

Leycroft Academy is a designated primary special school for children who have a diagnosis of autism. All pupils attending Leycroft Academy have an Education, Health, and Care Plan (EHCP) and often experience difficulties with communication and emotional regulation. We recognise that safeguarding pupils, particularly those with SEND, is a school-wide approach and requires all aspects of the school community to work together. This belief is reflected in our culture, practice and management as we strive to ensure that we are fully inclusive.

Most of our pupils have communication difficulties, so they face extra barriers when it comes to sharing their worries and concerns. Due to their complex needs, many of our pupils often rely on adults to keep them safe and they can be dependent on others to take care of all their day-to-day needs, including their intimate care.

The additional needs of children with special educational needs and/or disability could mean they are more vulnerable to abuse and/or less able to communicate if something is not right. Some children may be vulnerable because they have additional communication needs; they do not

understand what is happening to them is abuse; they need intimate care or are isolated from others; they are dependent on adults for care, or adults may mistake the indicators of abuse for signs of a child's disability.

Children with special educational needs and/or disability, like all children, have diverse identities. As well as experiencing prejudice or bias related to their disability, our pupils might experience challenges in their lives relating to other parts of their identity, such as ethnicity; sexuality; gender; mental health; being in care and where they live and how much money they have.

It is vital that everyone who works with children with special educational needs and/or disability understands how to protect them against people who would take advantage of their increased vulnerability. At Leycroft Academy we fully understand the role that we play in this.

Definitions

Safeguarding and promoting the welfare of children is defined in **Keeping Children Safe in Education (2025)** as;

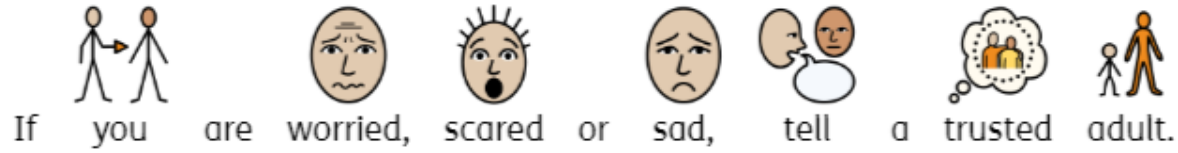
- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.
'Child' refers to everyone under the age of 18.
'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.
'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors (LAC), volunteers and trustees working in or on behalf of Leycroft Academy.
Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

Introduction

We recognise that safeguarding, child protection and promoting the welfare of children is an essential and statutory part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.
Collectively we recognise that our children and young people may be exposed to a multiplicity of familial and extra familial harms. Therefore, all practitioners need to have the skills and knowledge to identify and respond to risk. Our ethos is to adopt a child-centred approach to safeguarding, ensuring that the feelings, wishes and voice of our children are considered at all times.

We want our children, young people and adult students to know that we want them to feel happy, safe and respected.



We know that some of our students may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We therefore encourage all our staff to look out for signs of reluctance or fear and be curious about a student's life. Due to their Special Educational Needs and Disabilities (SEND), some of our students will need extra support to recognise, communicate and/ or talk about their emotions and feelings.

Most of our students have communication difficulties which makes it more of a challenge to tell a trusted adult. Therefore, we will continue to explore innovative strategies for capturing pupil voice. We aspire for our work around pupil voice to be routinely identified as a strength of the Academy and for it to be evident in all aspects of our work.

The impact of Special Educational Needs and Disabilities (SEND) on an individual child or young person and their family may mean that additional support is required to enable a pupil and their family to thrive. We aim to meet the needs of our pupils so that they can always access the right service at the right time.

To ensure that safeguarding is always a high priority, the DSL team attend mandatory weekly group supervision meetings to review the safeguarding concerns and actions taken for individual caseloads as well as sharing good practice.

Our safeguarding communication with parents is data-driven so that when analysis of safeguarding data identifies a theme, information is shared with parents and carers so that they can access the support that they need. For example, if students are late because of issues with sleeping, we would share information about sleep workshops with parents and carers. If there was a spike in the number of students experiencing sunburn, we would remind parents and carers about the importance of sun safety.

Our children and young people are taught safeguarding through PSHE lessons. Here, pupils learn the skills to equip them to stay safe and know how to respond to personal concerns.

Staff at Leycroft Academy pride themselves on their commitment to safeguarding. When 'tested' on their safeguarding knowledge, our staff relish the opportunity to share what they know!
The Local Academy Council (LAC) ask the senior leadership team challenging questions about the effectiveness of safeguarding.

We will fulfil our local and national responsibilities as laid out in the following documents:

- **Working Together to Safeguard Children (DfE)**
- **Keeping Children Safe in Education**
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002** ***S175***
- ***Data protection: The Data Protection Act - GOV.UK (www.gov.uk)***
- **Mental Health & Behaviour in Schools**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- **Right Help, Right Time - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)**
- **Multi-agency Statutory Guidance on Female Genital Mutilation**

- **Protecting children from radicalisation: the prevent duty 2023**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- **Birmingham RSE Primary Offer**
- **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **Voyeurism Offences Act 2019**
- **Working together to improve school attendance - GOV.UK (www.gov.uk)**
- **Human Rights Act 1998**
- **Government publication equality act 2010 advice for schools**
- **Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)**
- **Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)**
- **Safeguarding disabled children - GOV.UK (www.gov.uk)**
- **Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)**
- **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**

- **Public sector equality duty guidance schools**
- **Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)**

Safeguarding Aims

The safeguarding aims of Leycroft Academy, in line with Keeping Children Safe in Education (September 2025) are to;

- Work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- Work with relevant services and agencies to ensure that children are protected from harm;
- Provide a learning environment for children which is safe and secure;
- Teach children how to keep themselves safe;
- Ensure that we adhere to safer recruitment guidance and legislation: encourage children to communicate/ talk about their feelings of safety and security and provide structures for them to raise concerns if they are worried or at risk of harm.
- Act promptly with allegations of abuse against staff and take bullying and harassment in close collaboration with the LADO.
- Train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- Recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or protected characteristics (LGBTQ+ etc);
- Maintain a robust recording system for any safeguarding or child protection information regular audit cycles of safeguarding and child protection data – enables staff to spot emerging themes and trends and allows school to be proactive and not reactive;
- Our Local Academy Council (LAC) will ensure that any commissioned agency will reflect the values, philosophy, and standards in our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and ongoing monitoring is undertaken.
- Ensure that everyone in Leycroft understands the safeguarding procedures; and to

- Regularly review policies and procedures to ensure that children are protected to the best of our ability.

Part one Safeguarding Information

The Management of Safeguarding

The designated member of the Local Academy Council with responsibility for safeguarding is Vikash Joshi.

The designated member of the Local Academy Council with responsibility for 'Prevent' is Vikash Joshi.

Their role is to take **leadership** responsibility for our safeguarding arrangements.

The Local Academy Council has strategic leadership responsibility for our safeguarding arrangements and must ensure that we comply with their duties under legislation. They must have regard to KCSIE, ensuring our policies, procedures and training in our setting are effective and comply with the law at all times.

Patrick Jones, our Head Teacher, will ensure that the policies and procedures, adopted by the Local Academy Council are understood, and followed by all staff.

All members of the Local Academy Council have received appropriate safeguarding and child protection training (including online safety) training at induction. This will ensure they have the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies in our setting are effective and support the delivery of a robust whole-setting approach to safeguarding. This training will be regularly updated through annual updates.

The Local Academy Council will act under their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Our approach to safeguarding

This Local Academy Council will ensure that we facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and our policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

Where there is a safeguarding concern, our Local Academy Council and our DSLs will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and they will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. We will work with children to remove any barriers to reporting.

We will facilitate staff to contribute to and shape our safeguarding arrangements and Child Protection policy.

We will ensure that suitable arrangements are in place to provide access for all staff to access safeguarding supervision. Please see our Safeguarding Supervision policy.

Policies and procedures

We aim to ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Lead Designated Safeguarding Lead (Lead DSL) and their Deputies

Our Local Academy Council (LAC) has appointed **Patrick Jones** to be the Lead DSLs at Leycroft Academy and **Zoe Redding, Shelley Sims, Francesse Timmins** and **Keeley Fraser** to be Deputy DSLs. We will set out their responsibilities in their job descriptions.

Patrick Jones (Head Teacher DSL)	Zoe Redding (Deputy DSL)	Shelley Sims (Deputy DSL)	Francesse Timmins (Deputy DSL)	Keeley Fraser (Deputy DSL)

Patrick Jones (Lead DSL) will take ultimate responsibility for safeguarding and child protection, and online safety, and understanding the filtering and monitoring systems and processes in place at our setting as an appropriate **senior member** of staff from our **leadership team**.

During term time, the Lead DSL and/or a Deputy DSL will always be available (during our normal operating hours) for the staff to discuss any safeguarding concerns with. During out of hours/out of term activities, we will provide appropriate cover by ensuring the Lead DSL and/or a Deputy DSL is available.

Prior to any education visit, a risk assessment will be completed to consider if the DSL (or a deputy) needs to be present. We will always consider how quickly a DSL can respond to a safeguarding issue if they are not present. Where safeguarding concerns are raised during an educational visit the DSL (or deputy) must be notified immediately, even if they are not physically present at the site of the educational visit. They will liaise with the person responsible for the education visit to manage the concern and refer to the relevant agencies.

DSLs will undergo two-day 'Safeguarding and Child Protection for Designated Safeguarding Leads' training through 'Services for Education' to provide them with the knowledge and skills required to carry out the role. They will attend one-day 'designated safeguard lead refresher training' through 'Services for Education' every two years. In addition to their formal training as set out above, their knowledge and skills will be updated, for example, via Birmingham City Council's Education Safeguarding e-bulletins, attending termly designated safeguarding lead refreshers and taking time to read and digest safeguarding developments, at regular intervals, and at least annually, to keep up with any developments relevant to their role. We aim to ensure at least one member of the DSL team attend each termly update. The Lead DSL and Deputy DSLs will disseminate training to all relevant staff and governors.

The Lead DSL will complete the Safeguarding Audit - Education each year and submit to BSCP. The Safeguarding Audit – Education, Section 175 audit will be supplied by the Birmingham Safeguarding Children Partnership.

The DSL and their deputies will fulfil their role and responsibilities as set out in Annex C KCSIE.

Mental Health

All staff will be alert to the signs of mental ill-health and they are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We recognise only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will be made aware of how these children's experiences; can affect their mental health, behaviour, and education.

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 and recording their concern.

We take our organisational and professional role seriously in supporting and promoting mental health and wellbeing of children through:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
- Identification: recognising emerging issues as early and accurately as possible.
- Early support: helping pupils to access evidence based early support and interventions; and
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

We will follow the DfE guidance on Mental Health and Behaviour in Schools and the DfE Government publication preventing and tackling bullying.

Looked after children and previously looked after children.

We recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect. All staff at our setting have the knowledge and skills to keep looked after children safe. The DSL will hold the details of each child's social worker and the name of the virtual school head in the authority that looks after the child. They are responsible for ensuring all staff have the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

We recognise a previously looked after child potentially remains vulnerable.

When dealing with looked after children and previously looked after children we will work with all agencies to take prompt action where necessary to safeguard these children.

The designated teacher

The Local Academy Council and Head Teacher, Patrick Jones, appointed **Zoe Redding as the Designated Teacher** to work with the local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has appropriate training and relevant qualifications and experiences to fulfil this role.

We will follow the statutory guidance on The Roles and Responsibilities of the Designated Teacher.

Virtual school heads

The designated teacher will work with the virtual school head 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. The designated teacher also works with the virtual school head to promote the educational achievement of previously looked after children.

We will follow the statutory guidance on Promoting the Education of Looked After Children.

The Lead DSL (and Deputy DSLs), Head Teacher and Local Academy Council will work with the virtual school head to promote educational attendance, attainment and progress of children with a social worker. DSLs will keep the details of the Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

At Leycroft Academy, our Looked After Children are attached to a virtual school:

- The Virtual School Head for **Birmingham** is **Lisa Smith**.

Safer Recruitment

We aim to create a culture that safeguards and promotes the welfare of all children. As part of this culture, we will adopt robust recruitment procedures that help to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our setting.

We will ensure that **all** those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training. At least one person on each interview panel have completed safer recruitment training. These persons will complete the 'Service of Education' Safer Recruitment training.

We will meet all requirements as set out in Part Three: Safer Recruitment KCISE requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

Evidence of these checks will be recorded on the Single Central Record.

The following persons have completed safer recruitment training in our setting:

- Patrick Jones (Head Teacher and DSL)

Pre-appointment vetting checks, regulated activity and recording information

We will abide by the legal requirements when appointing individuals to engage in regulated activity relating to children. We understand the importance of ensuring the correct pre-appointment checks are carried out. These checks will help us to identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). We see this as part of our wider safeguarding regime which will carry on following appointment.

Other checks that may be necessary for staff, volunteers and others

We will carry out the checks that are necessary for individuals who have lived or worked outside the UK; agency and third-party staff; contractors; trainee teachers; volunteers; governors and proprietors. We will fulfil our responsibilities in relation to other settings, including alternative provision, work experience and host families.

Visitors

We have different types of visitors, those with a professional role, those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity.

We will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. The Headteacher will use their professional judgment about the need to escort or supervise such visitors.

For visitors who attend our setting in a professional capacity we will check their ID and seek assurance that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

At Leycroft, we have different coloured lanyards for staff. Yellow lanyards are permanent staff, managed by Forward Education Trust. Green lanyards are agency/ supply staff and their DBS is shared via their agency with the school office. Red lanyards are visitors; an ID check is carried out and they are always accompanied by a member of Leycroft staff. Blue lanyards are contractors, such as cleaners and checks are carried out through their companies.

Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help us enrich children's education; careful consideration will be given to the suitability of any external organisations.

The role of our staff

Our staff will identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. They will provide a safe environment in which children can learn.

We are committed to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

The DSL and their deputies' roles are to advise on safeguarding concerns, support others to carry out their safeguarding duties and liaise with other agencies.

All teachers, including the Head Teacher, in accordance with the Teachers' Standards 2012 will safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

Staff training and induction

All staff will receive an induction, so they are aware of our safeguarding systems. This will include the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct for Staff, The Safeguarding response to children who are absent from education and role of the DSL (including the identity of the DSL and any deputies). We will provide copies of policies and a copy of Part one (or Annex A, if appropriate) or KCSIE to all staff at induction.

Staff will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and

responsibilities in relation to filtering and monitoring) at induction. This training will be updated regularly (as a minimum every three years). All staff will also receive at least annual child protection and safeguarding updates (including online safety), to provide them with relevant skills and knowledge to safeguard children effectively. All staff will receive annual training in child sexual exploitation awareness. We will ensure staff safeguarding training is integrated, aligned and considered as part of a whole school safeguarding approach and wider staff training and curriculum planning.

All staff will be made aware of the following:

- The **My Care in Birmingham** early help process and their role within it;
- The process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) and the role they might be expected to play in such assessments;
- What to do if a child tells them he/she is being abused, exploited or neglected.
- How to reassure victims they are being taken seriously and that they will be supported and kept safe;
- That children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful;
- Staff should be professionally curious and speak to the DSL or their deputies if they have concerns about a child, and
- Staff should build trusted relationships with children which facilitate communication.

Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff will reassure victims 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 abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in our setting to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means us 'using no more than is needed.' Our use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

We will always follow the advice for schools on the Use of Reasonable Force in Schools. We will also have regard to additional guidance Reducing the Need for Restraint and Restrictive Intervention for children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings.

We believe that the adoption of a 'no contact' policy in our setting could leave staff unable to fully support and protect our pupils. We will adopt a sensible approach allowing staff to make appropriate physical contact. The decision on whether to or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions, we will consider the risks carefully because we recognise the additional vulnerability of these groups. We will consider our duties under the

Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

We will plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will only use reasonable force where de-escalation processes have failed.

Multi-agency working and Early Help

The DSL and any deputies will work with other agencies in line with Working Together to Safeguard Children.

The Lead DSL and Deputy DSLs will work with other agencies in line with Working Together to Safeguard Children.

Our Local Academy Council and the DSL team are familiar with the BSCP arrangements. We will engage with the BSCP as required and follow the BSCP Threshold document (Right Help, Right Time) or the appropriate threshold guidance for where the child resides or for who is responsible for the child, to follow the local protocol for assessments. The primary assessment document is the **Early Help Assessment (EHA).** The DSL (Family Support Worker) will generally lead on liaising with other agencies and setting up the **Our Family Plan.** This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed. If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, **seeking advice from Children's Advice and Support Service (CASS) as required.**

The Local Academy Council of Leycroft Academy expect staff to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes us providing a coordinated offer of early help when additional needs are identified by us or another agency. We will never restrict access for children's social care to conduct a section 17 or section 47 assessment.

We believe that **any** child may benefit from early help, and we ensure that all staff are alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- Has a mental health need
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member in prison, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care;
- Is at risk of so-called 'honour'-based abuse, such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child; and
- Is frequently missing/goes missing from education, including persistent absences for part of the day.

Preventing radicalisation

We understand children are vulnerable to extremist ideology and radicalisation. Similar to our role in protecting children from other forms of harms and abuse, we will also protect children from this risk as part of our safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate.

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

We understand it is, where possible, our role to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, through appropriate training 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 use their judgement in identifying children who might be at risk of radicalisation and act proportionately which must include reporting their concerns to the DSL (or deputy) who will consider making a Prevent referral.

The Prevent duty.

We are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of our functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

We see The Prevent duty as part of our wider safeguarding obligation. Our DSL and deputies and other senior leaders are familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76.

We will follow the published advice for schools on the Prevent duty.

Leycroft Academy, Local Academy Council (LAC) members, Head Teacher and the DSLs will assess the level of risk within school and put actions in place to reduce that risk. Risk assessments include consideration of our school's RE curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community, and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found here:

Leycroft Academy is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: at Leycroft Academy, this is Keeley Fraser (Safeguarding and attendance officer and DSL) The responsibilities of the SPOC are described in Appendix 5

We aim to ensure all staff have completed training on the Prevent duty.

Leycroft Academy will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff. We will use specialist online monitoring software, which in this school is called 'Securly'.

Channel

Channel is voluntary, as a confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. We will refer to the relevant Channel programme if we are concerned that an individual might be vulnerable to radicalisation. We will always seek the individual's consent to do so. We will attend and engage with the Channel panel to assist in any assessment.

We will follow the Channel guidance.

If we feel children are being abused through extremism or being radicalised, we will consult directly with the local police Counter Terrorism Unit (CTU).

Prevent referrals should be sent to ctu_gateway@west-midlands.pnn.police.uk after filling in the referral form. (See Appendix 8)

- If uncertain about whether threshold is met for a Prevent referral, the Lead DSL (or Deputy DSL) can contact West Midlands Police on 0121-251-0241 for a consultation.
- For assistance with completion of a Prevent referral form, the Lead DSL (or Deputy DSL) can contact the West Midlands Prevent Hub: 0121-251-0241
- The **'Prevent Engagement Officer'**, West Midlands Police is **Waqar.ahmed@birmingham.gov.uk.**

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

We recognise that 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. We are aware of this dynamic and will consider additional risk factors when deciding what form of safeguarding action to take. We see all forms of HBA as abuse (regardless of the motivation) and will handle and escalate as such. We will ensure our community are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will activate the local safeguarding procedures by contacting Family Connect/local social care team for the child and if necessary the police.

FGM

We understand that FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

We will follow the National FGM Centre Female Genital Mutilation: Guidance for schools.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with our DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to those at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow our local safeguarding procedures and report to Family Connect or the local social care team for the child. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

In respect of FGM we will adopt the local FGM Practice Guidelines and Resource Pack as part of safeguarding responsibilities and inform/educate our staff in this particular area.

Forced marriage

We understand that forcing a person into a marriage is a crime in England and Wales. We know that a forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. We play an important role in safeguarding children from forced marriage.

We will follow the Forced Marriage Unit published statutory guidance and Multi-agency guidelines. Our staff can contact the Forced Marriage Unit if they need advice or information, contact: 020 7008 0151 or email fmu@fco.gov.uk

Absent and Missing from Education

We believe children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. Our response to persistently absent pupils and children missing education will support identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

We take guidance on school attendance from the 2024 Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

The recognised figure for severely absent is 50% or less and persistent absence is being less than 90%, although concerns may still be raised if above this.

We will require the behaviour and attendance lead to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, policies and procedures for identifying pupils who are absent from education and policies and procedures for pupils on a modified timetable (available from Birmingham City Council).

In addition to the above and where reasonably possible we will endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child is absent from education and poses a potential welfare/safeguarding concern. Where a child is on a Child Protection Plan has been missing from school for two consecutive days, we will notify the child's allocated social worker.

Abuse, neglect and exploitation

All staff are trained on the indicators of abuse, neglect and exploitation and understand children can be at risk of harm inside and outside of our school, inside and outside of the home, and online. Staff will exercise professional curiosity and know what to look out for because this is vital for the early identification of abuse, neglect and exploitation to identify cases of children who may be in need of help or protection.

We believe that abuse, neglect, exploitation and safeguarding issues are rarely stand-alone events. All staff, but especially the DSL and deputies will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familiar harms take a variety of different forms and children can be vulnerable to multiple harms.

All staff are aware that technology is a significant component in many safeguarding and well-being issues. We understand children are at risk of abuse and exploitation online as well as face-to-face. In many cases, abuse and exploitation may take place concurrently via both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Indicators of abuse and neglect

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
The fabrication or induction of illness (FII) in children is a relatively rare form of child abuse. Where concerns exist about FII, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information'.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff are aware of the settings policy and procedures of dealing with this.

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

Child-on-child abuse

All staff are aware that children can abuse other children. This can happen inside or outside of our setting and online.

All staff will be trained in our policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.

All staff understand that even if there are no reports in our setting it does not mean it is not happening, it maybe it is just not being reported. If staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to the DSL (or deputy).

All staff are expected to challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all governors, our senior leadership team, staff, pupils, and parents about this issue;
- Educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum.
- Engaging parents on these issues.
- Supporting the on-going welfare of the student body by drawing on multiple resources that prioritise pupil mental health, and by providing in-school counselling and therapy to address underlying mental health needs.
- Working with governors, senior leadership team, and all staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community.
- Creating conditions in which our pupils can aspire to, and realise, safe and healthy relationships fostering a whole school culture.
- Responding to cases of child-on-child abuse promptly and appropriately; and
- Ensuring that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may be in need of additional support.

We will actively engage with Birmingham Safeguarding Children Partnership (BSCP) in relation to child-on-child abuse, and work closely with, for example, children's social care, the police and other education settings. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL (or deputy) will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, we will follow general safeguarding principles. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report will always be that there is a **zero-tolerance** approach to sexual violence and sexual harassment, and it is never acceptable and it will not be tolerated.

As a matter of effective safeguarding practice, we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, especially where a case is progressing through the criminal justice system.

Staff must be able to use their professional judgement in identifying when, what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous, and harmful to others. DSLs may need to consult with the BSCP Threshold document (Right Help, Right Time) to help with their decision making as well as using the Brook Traffic Light Tool and Hackett's continuum of children and young people's sexual behaviours as well as AIM project tool. The Lead DSL and their deputies have attended the updated Brook Traffic Light Training which will support in identifying developmentally typical behaviours or those that may be referred to as problematic or harmful.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- Child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously;
- Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and
- Some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Where the DSL (or deputy) considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL (or deputy) will contact Family Connect or the local social care team for the child and/or the police immediately and, in any event, within 24 hours of the DSL (or deputy) becoming aware of the alleged behaviour. The DSL (or deputy) will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

1. Manage internally;
2. Early help;
3. Referral to children's social care; and
4. Reporting to the police.

All concerns, discussions, decisions, and reasons for decisions will be recorded (written or electronic).

Child-on-child sexual violence and sexual harassment

All those who are part of our Leycroft community believe that sexual violence and sexual harassment is not acceptable and will not be tolerated.

We understand that sexual violence and sexual harassment can occur between two or more children **of any age and sex.** It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap.

We will work to ensure our whole-school community are aware of the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment; and,

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Along with providing support to children who are victims of sexual violence or sexual harassment, we will provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. We recognise that a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our setting. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We know it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. We also know it is also important that other children, adult students and our staff are supported and protected as appropriate.

We will try to be aware of, and respond appropriately to **all reports and concerns**, including those outside of our setting, and or online.

Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. We refer to sexual violence as sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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

We believe that **consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline, both inside and outside of our setting. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes;
- Displaying pictures, photos or drawings of a sexual nature,
- Upskirting, and
- On-line sexual harassment.

We will follow the guidance set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the term "harmful sexual behaviour" (HSB). **HSB can occur online and/or face to face and can also occur simultaneously between the two.** We will consider HSB in a child protection context.

We will follow the specialist support and advice on HSB available from the specialist sexual violence sector. Our DSL will undertake training in HSB and incorporate this into our approach to managing sexual violence and sexual harassment. This training includes the Brook Traffic Light Tool.

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

Racist incidents

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the Stephen Lawrence Inquiry report.

We will comply with the Equality Act 2010, and not unlawfully discriminate against pupils or prospective pupils on the grounds of race (or other protected characteristics).

In line with the public sector equality duty (PSED) we will:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

- Comply with both specific education law on exclusions, and general law on discrimination, when suspending or permanently excluding pupils.

We will manage racist incidents in line with our anti-bullying policy and behaviour policy.

Risk assessment and safety planning & support

As per the advice of BSCP we refer to safety planning and support which is used for individual children in response to an alleged or actual incident child-on-child abuse, including sexual violence and where appropriate, incidents of sexual harassment.

When there has been a report of sexual violence, the Lead DSL (or a Deputy DSL) will implement a safety and support plan to identify risk and need. Where there has been a report of sexual harassment, the need for a safety and support plan will be considered on a case-by-case basis, but as good practice should be completed.

The risk and needs assessment should consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator(s);
- All the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Safety and support plans must be recorded (written or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all of our pupils and students and put adequate measures in place to protect them and keep them safe.

The Lead DSL (or a Deputy DSL) will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional safety and support plans by social workers and or sexual violence specialists will be required. Our safety and support plan is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform our approach to supporting and protecting our pupils and students and updating our own risk assessment.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We recognise both CSE and CCE are forms of abuse. They both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol;
- Go missing for periods of time or regularly come home late; and
- Regularly miss school or education or do not take part in education.

We will provide additional support to children who have been exploited to help maintain them in education.

Staff understand that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, they are aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

If we feel that children may be being abused through exploitation, we will consult in the normal way with the relevant local authority social care team to seek advice. In Birmingham, we will consider whether the incident follows a Child Exploitation Pathway. The concerns will be followed through sensitively and appropriately with fellow professionals and the Child Exploitation Regional Screening Tool will be completed taking the Right Help, Right Time, Working Together to Safeguard Children 2018 guidance into consideration.

The DSL will work with one of their deputies/CSE lead to focus on child exploitation, especially CSE and provide any required information to partners. The CSE lead will be known to parents and children. We will ensure the CSE lead is accessible to children.

We record all concerns about a child's welfare, including those relating to exploitation, especially CSE. We detail what the concerns are, what action was taken and what follow up is needed. The DSL will review all recorded safeguarding concerns, especially those pertaining CCE and CSE, as a minimum every six months to ensure all concerns are routinely recorded and shared with partner agencies.

Child Criminal Exploitation (CCE) and County Lines

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

We recognise that this type of exploitation can trap children as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation, such as CLIMB.

We will make the Home Office guidance on the signs of a child's involvement in county lines available to staff.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

We will make the following further information on signs of a child's involvement in sexual exploitation available to staff. Child sexual exploitation: guide for practitioners

Children and the court system

We recognise that sometimes children are required to give evidence in criminal courts, for crimes committed against them or for other crimes they have witnessed. We will signpost them to the guides for young people.

We will follow these guides to ensure the correct process is followed and support and special measures are made available.

We understand that when child arrangements via the family courts are made following separation, this can be a stressful time, and entrench conflict in families and this can be stressful for children. We will follow the guidance of the Ministry of Justice in managing these situations.

Children with family members in prison

We recognise that children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will use the information from NICCO, to help mitigate negative consequences for those children.

Cybercrime

We understand cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at

scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), will consider referring into the **Cyber Choices** programme.

Parent conflict

We are committed to helping families to communicate better. We know that relationships are key and positive communication is what we want to see.

Good quality relationships are a right and not a privilege. For many families, stress is a large part of everyday life and stress is often the reason relationships feel strained and communication is poor. Whilst it can be hard to eliminate stress from everyday life, we understand that we can work towards improving the way we react, by communicating in more constructive ways.

When supporting families, we have a unique opportunity to enable communication in a more positive manner as opposed to in a way that ultimately damages their relationship.

We will work with families using solution focused ways to guide people towards working out what better, looks life for them. We understand this is a more effective strategy than offering our own advice and solutions. When supporting families with struggling relationships we will consider the following:

- Don't assume you know what is going on, explore both parties' thoughts and feelings;
- Be curious, what is really going on?;
- Encourage a culture of appreciation between the people you are supporting. Kindness wins over blame every time;
- Remember that not everyone feels able to change, all we can do is offer support, but someone needs to want things to be different in order to make change happen, and
- It's normal to feel uncomfortable sometimes talking to someone about their relationship, we will not try to fix things or give advice but instead ask thoughtful, open questions.

Domestic abuse

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.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child-safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

We will always liaise with agencies in a two-way process where domestic abuse is a factor in a household. Children within our care will be supported where needed. We are part of the Operation Encompass process where domestic incidents are shared directly with us, so that we have an initial awareness. To this end, we will be part of any agency referral, in a two-way process, such as the Domestic Violence Multi-agency Risk Assessment Conference (MARAC) and Multi Agency Public Protection Arrangements (MAPPA) or any other named agencies where these specific issues are a factor that may impair and impact on children's development.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

We will use the following additional advice on identifying children who are affected by domestic abuse and how they can be helped:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse
- Domestic abuse: specalist sources of support
- Home : Operation Encompass

Child-to-Parent Abuse (CPA) is a form of domestic abuse which can be defined as, "Any harmful act by a child, whether physical, psychological or financial, which is intended to gain power and control over a parent or carer." (Harbin and Madden, 1979)

Child-to-Parent Abuse can entail:

- Physical Abuse (hitting, punching, spitting, shoving, damaging property, throwing thing, bullying siblings, harming pets, endangering their family's health and wellbeing)
- Emotional and Psychological Abuse (verbal abuse, humiliation, screaming, swearing, insults, verbal intimidation, whispering campaigns, mind games, threats to hurt themselves, e-violence, threats on social media)
- Financial Abuse (demanding money, stealing money and possessions, running up debts in their parent's name)
- Sexual Abuse (inappropriate sexual behaviour or language).

Where it is identified that Leycroft parents, carers or guardians are experiencing domestic abuse at the hands of their own children, a referral to PEGS (Parental Education Growth Support) will be made if consent is given.

Homelessness

We understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. As appropriate, we will make referrals and/or hold discussions with the Local Housing Authority. However, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

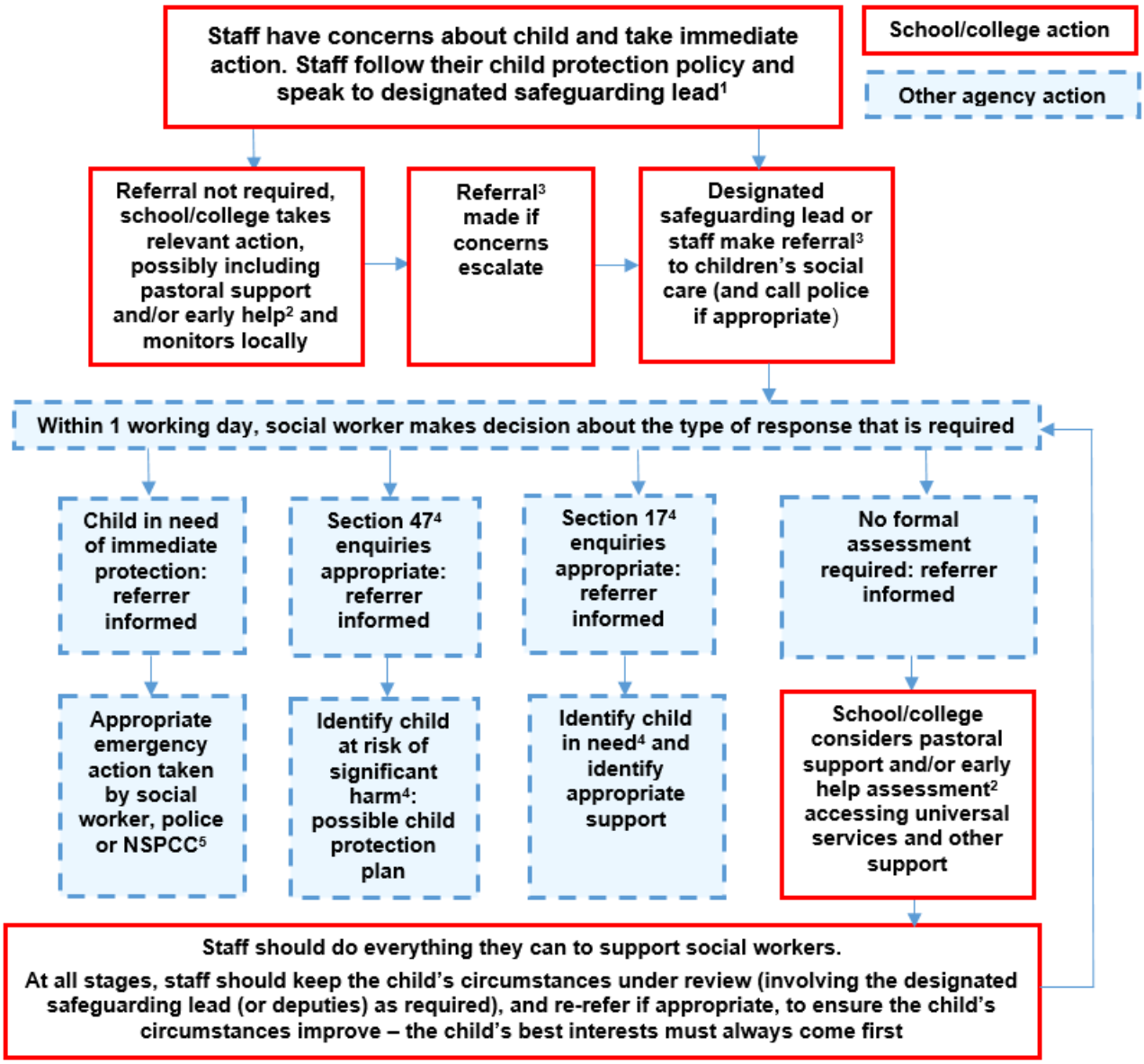
We will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

Part Two: Key Procedures

What to do if you have concerns about a child

Staff working in our setting maintain the attitude of **'it could happen here'** where safeguarding is concerned and will always act in the **best interests** of the child.

If staff have **any concerns** about a child's welfare, they must act on them **immediately**. The following flow chart sets out the process for staff when they have concerns about a child.



Where someone has a concern about the welfare of a child, they should speak to the DSL (or deputy). Options will then include;

- Managing any support for the child internally via our own pastoral support processes;
- Undertaking an early help assessment; or
- Making a referral to statutory services, for example, as the child is in need or suffering or likely to suffer significant harm or impairment. This will involve contacting Family Connect or the local social care team for the child.

Where we discover a child is alone or we believe a child is alone at home or in the community we will contact the police immediately and not escort the child back to school. We will report this to the

police, via 101. If the child is immediate danger, then we will report to the police, via 999. We will then notify Family Connect or the emergency duty team as soon as reasonably practicable.

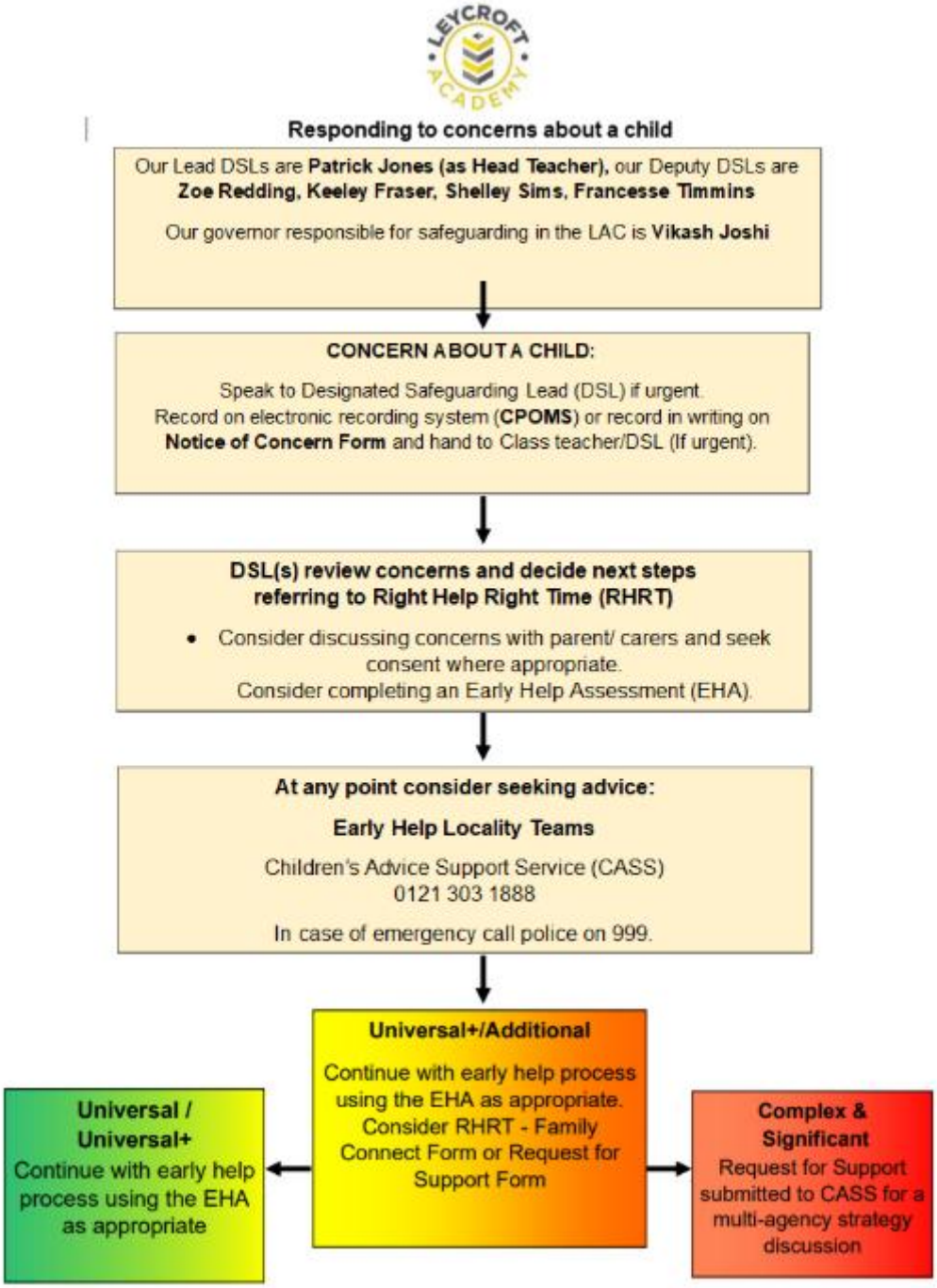
NPCC- When to call the police will be considered by the DSL to help them understand when they should consider calling the police and what to expect when they do.

All referrals to the local social team must be followed up in writing using the social care team's relevant referral/request forms. For referrals in Birmingham, we will use the Birmingham Children's Trust Multi-Agency Referral Form.

If in exceptional circumstances, the Lead DSL or a Deputy DSL is not available, the person who has the concern should speak to a member of the senior leadership team and/or take advice from CASS or the local social care team for the child. In these circumstances, any action taken should be shared with the Lead DSL (or Deputy DSL) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. If in any doubt about sharing information, staff should speak to the DSL or a deputy.

In the unlikely event of a person in our school who has a concern for a child is not satisfied with the action taken by the DSL or a deputy they should speak to them again to share their concerns. If they remain unsatisfied with the response, then the person who had the original concern should speak to another trained DSL to seek resolution. If following speaking to another trained DSL the person remains concerned that appropriate action has not been taken to safeguarding or protect the child, the person should report their original concern to Family Connect or the local social care team for the child and follow the school Whistleblowing procedures.



Referral agencies

Key Contacts for Local Authorities

Our pan at Leycroft Academy is 170. Our children are attached to the following local authorities:

Birmingham social care team	**Solihull Children's Social Work**
Children's Advice and Support Service (CASS): 0121 303 1888 Out of Hours: 0121 675 4806	Multi-Agency Safeguarding Hub (MASH): 0121 788 4300. Out of Hours: 0121 605 6060
If you think a child is in immediate danger, **call the police on 999.**	

Childline	**NSPCC**	**Protecting Vulnerable People**

0800 1111	**0800 800 5000**	**(West Mercia Police): 101**

Immediate response to a child or parent

Staff will follow effective safeguarding practice which includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this is not always possible;
- where the report includes an online element, we will be aware of searching, screening and confiscation advice (for schools) and UKCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL or children's social care) to discuss next steps. Staff will only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** in our setting. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc or TED 'tell me', 'explain to me' and 'describe'. It is important to note that while leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a first-hand written record is made**;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the DSL (or deputy), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report.

If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised.

We will never allow fears about sharing information to stand in the way of the need to promote the welfare, and protect the safety of children. We expect **concerns that arise in a morning will be reported to the Lead DSL (or a Deputy DSL) by lunchtime that day**. **Concerns that arise in an afternoon should be reported by or as close to the end of the school day or as soon as reasonably practicable**. Any concerns arising outside of the normal school should be reported as quickly as possible. If in doubt, parties should talk with the Lead DSL (or Deputy DSL). **Delay is unacceptable and may result in disciplinary action**.

Where a child is suffering, or is likely to suffer from harm or impairment, we will make a referral to children's social care (and if appropriate the police) immediately.

Children's social care assessments should consider where children are being harmed in contexts outside the home. Therefore, we will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Our role is to refer the information received and **under no circumstances** become the investigator.

We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child. We will work in partnership and fulfil the ethos and abide by the principles of the BSCP Threshold document (Right Help, Right Time).

Staff working at this setting may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Staff working at this setting will be made aware of the process for making referrals to children's social care and statutory assessments. This is under the Children Act 1989, especially **section 17 (children in need)** and **section 47 (a child suffering, or likely to suffer, significant harm),** that may follow a referral; along with the role staff might be expected to play in such assessments.

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

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a **child is suffering, or is likely to suffer, significant harm**. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called 'honour based' violence, and extra-familial threats like radicalisation and sexual exploitation.

Where there are visible injuries, all staff should record these on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

Under **no** circumstances will staff photograph injuries seen on children. Our staff are not expert witnesses. If the concern is around non-accidental injury, then that is a matter that requires immediate attention on the day resulting in an appropriate referral to Family Connect or the local social care team for the child. Those professionals will control the process of photographic evidence gathering and assessment.

For staff to interpret any concerns we will assess each incident as it appears. In respect of assessing any bruising to a child we will refer to the Core-Info Bruises on children created by NSPCC to assist their decision making.

The role of the local authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to us as the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- The child requires immediate protection and urgent action is required;
- Any services are required by the child and family and what type of services;
- The child is in need, and should be assessed under section 17 of the Children Act 1989;
- There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989; and
- Further specialist assessments are required to help the local authority to decide what further action to take.

The referrer will, even if they are not the DSL (or deputy), follow up if this information if it is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, we will consider following BSCP's local escalation procedures or those for the safeguarding partnership for the child to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Penny Thompson, CBE, is the Independent Chair for the Birmingham Safeguarding Children Board.

Record keeping

All concerns will be recorded first hand by the person raising the concern, using the relevant paper or electronic recording system used by visitors, staff and supply staff. Concerns will be passed onto the DSL or Deputy DSL in a timely manner. DSLs will record in writing any discussions and decisions made, and the reasons for those decisions, Information will be kept confidential and stored securely. We will keep concerns and referrals in a separate child protection file for each child.

Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved; and
- A note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, visitors, staff and supply staff will discuss with DSL (or deputy).

Anyone who has a safeguarding concern should follow these recording principles:

- record the date, time, place and context of the concern, recording facts and who you shared them with;
- record where you spoke with the child or parent and personal safety details, such as 'I discussed the incident with the child in the Headteacher's office with the door open' or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating 'the child stated they would only confide in me if I was alone';
- if it is observation of bruising or an injury try to record detail, e.g. 'right arm, above elbow', 'bruise approximately 5cm in diameter noticed on back of lower right leg';
- note the non-verbal behaviour and the key words in the language used by the child or parent (try not to translate into 'proper terms' ensuring that you use the child or parent's own words). Body language should be noted and support any record of disclosure; and
- it is important to retain on file signed original handwritten notes and pass them on to the DSL (or deputy) who may ask you to complete a written referral to children's social care.

Leycroft Academy has adopted an electronically maintained recording system called Child Protection Online Management System (CPOMS). The CPOMS system is a totally secure system of record keeping which enables us to quickly encapsulate a child journey with us. We will ensure that a restricted number of staff will have full access to this system as named key holders. If concerns have been logged by staff via this process it should not be presumed that this is an

instant notification that has been seen immediately. If appropriate the issue should not assume anything and a verbal conversation should also take place if needed for clarification.

When a concern about a child/ young persons' welfare or safety is raised it will be discussed with the Lead DSL or a Deputy DSL and recorded on the CPOMS system.

All members of school staff (except for members of the cleaning team, agency members of staff and visitors) and members of the Local Academy Council have level one restricted access to CPOMS so that they can record concerns. The Lead DSL or a Deputy DSL will decide if the concern should be shared with another agency or kept on record as a note in CPOMS in case future concerns arise. The reason for the decision will be noted alongside the record.

Short-term agency members of staff, cleaners and visitors will be informed by reception that they can collect yellow 'Safeguarding Concern Forms' (Appendix 9) from there. When a concern is raised by a member of the cleaning team, visitor or agency member of staff, a class teacher or DSL (if urgent) will upload the 'Safeguarding Concern Form' to CPOMS to commence the concern chronology.

What to do if you have safeguarding concerns about another staff member

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then:

- This should be referred to Patrick Jones (Head Teacher);
- Where there are concerns/allegations about the Head Teacher, this should be referred to Leanne Mahony (Deputy CEO and Trust Designated Safeguarding Lead); and

Any allegations that may meet the harms threshold will be addressed as set out in Part Four, Section One of KCSIE. Any concerns that do not meet the harm threshold, referred to, as 'low level concerns' will be addressed as in Part Four, Section Two of KCSIE. When an allegation is made, the DSL will be responsible for ensuring that a child is not at risk and refer cases of suspected abuse to CASS or the child's local social care team.

The Head Teacher (and any senior leaders who are DSLs that he delegates the task to) will **only** undertake basic enquiries to help determine whether is any foundation to the allegation.

The Head of Service for Child Protection and LADO is Andrew Tombs. They will be informed of all allegations that come to our attention and appear to the meet the criteria set out in Part Four, Section One of KCSIE, so they can consult police and children's social care services as appropriate. All LADO referrals must be made via CASS, unless the subject child is open to a social worker and then the LADO referral must be made via the child's allocated social worker.

The Local Academy Council will be notified of any allegations or low-level concerns at each scheduled meeting. The governor responsible for safeguarding will be informed soon after the allegation or low-level concern has been received. Their role is not to know details of the persons or concern but to ensure policies and procedures are adhered to and to provide relevant support.

We will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

We believe that those who work within our community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE a separate code of conduct policy will be adopted by this setting for staff, volunteers, contractors and governors.

Guidance for safer working practice for those working with children and young people in educational settings produced by the Safer Recruitment Consortium, provides excellent guidance on the expected standards of all those that work with children. We will make all those in our community aware of its existence and this will work alongside the separate code of conduct mentioned above and any established human resources processes currently in place.

To help avoid potential allegations and safeguarding concerns, and for the safety and welfare of pupils and the protection of staff, we will make classrooms highly visible places whereby easy viewing is possible. The masking of windows is forbidden and as such treated as a safeguarding issue for the protection of all.

What to do if you are concerned about another safeguarding practice at Leycroft Academy

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and know that such concerns will be taken seriously by our senior leadership team.

Please refer to our Whistleblowing procedures.

Where staff feel that they cannot report a concern through the above channels general guidance can be found at Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk

Information sharing

We recognise that information is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

We expect all staff to share information with practitioners and local agencies. We are committed to sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

All child protection records are clearly marked as such and are kept securely locked on the premises and/or within CPOMS, the nominated persons are responsible, accountable, documented and are identifiable within our setting for total security. Also, procedures are in place when a member of staff leaves the setting or is on long term sick leave for their access to cease. Withdrawal of child protection records from our setting by staff will be noted and signed for, as will files released to professionals.

The child protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years or in certain circumstances later. At this point the file should be disposed of confidently.

In respect of files being released when requested by the Police under Section 29 of the Data Protection Act 2018 a form entitled 'Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6(1))d)' should accompany that release and a copy will be retained for our records. This school (and college at Futures) will also seek advice and adopt the Information sharing advice for safeguarding practitioners. If in any doubt we will seek advice from our **Data Protection**

Officer. Upon releasing records, Leycroft Academy will request ID Badges for release. If the Police are only after minimal data e.g., address or phone number, we will ensure we check the police ID and we will record what information was asked for and the name of the police officer requesting it. A permission form may not be required on these occasions.

No named statistics in relation to child protection are an important part of performance information. These may be shared by the DSL with staff, other agencies or the governing body/proprietor/management committee.

In our management of information sharing we will use the following:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing;
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful;
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department; and
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

When a child or young person leaves Leycroft Academy, the Lead DSL (or a Deputy DSL) will ensure their child protection file is transferred to the new school or college as soon as possible (within five working days of the child starting at their new school or college), ensuring secure transit, and confirmation of receipt will be obtained. We will transfer the child protection file separately from the main pupil file. As a receiving school/college, we will ensure that the Lead DSL is aware as required. In addition to the child protection file, the Lead DSL will share any relevant safeguarding information with the new school or college in advance of a child leaving, including where a child has been or is open to 'Channel' Panel. If we are the current host school, we will **not** photocopy and retain child protection records. This is deemed from the Information Commissioners Office that this would contravene The Data Protection Act 2018, but rather produce a chronology to pass on with the child protection records and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

We will follow the guidance on the child protection file set out in Annex C KCSIE.

Opportunities to teach safeguarding

We will teach children about how to keep themselves and others safe, including online. We tailor the education provided to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities. We will do this through our Relationships and Sex Education/Heath Education.

We will ensure that appropriate filters and monitoring systems that are in place, do not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. The iPads that children have access to do not have 'Safari' app enabled on them preventing pupils searching for and accessing websites.

Leycroft Academy recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

We put a great emphasis on active PSHE sessions built into Personal Development time on the timetable each week. Each class also take part in a weekly 'Weekend News' session with a focus on Personal Development and PSHE. Staff also work 1:1 with pupils, where required, to run interventions such as PANTS, social stories and targeted PSHE work. This enables staff and

pupils time to reflect and address key issues in the moment and use these as dynamic teaching and learning opportunities. Opportunities will also be taken within subjects/ sessions offering a cross-curricular link to raise awareness and tangible examples.

Relationships Education and Relationships and Sex Education and/ or PSHE programmes, depending on key stage and developmental level of ability, provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of online safety.

Online Safety

We recognise online safety is a major concern for all professionals.

We believe it is essential that children are safeguarded from potentially harmful and inappropriate online material.

The aim of our approach to online safety is empowerment to protect and educate pupils and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate. We will ensure appropriate filtering and monitoring on school devices and networks using 'Securly'. We aim to protect children from illegal, inappropriate or harmful content, and harmful online interaction with other users. We aim for our pupils to exhibit positive personal online behaviour and recognise inappropriate online conduct. We aim to protect children from commercial risks.

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: child to child 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; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (https://apwg.org/).

We will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety while planning the curriculum, any teacher training, the role and responsibilities of the DSL (and Deputy DSLs) and any parental engagement.

We take seriously our duties to assist parents and help them with online safeguarding resources. As such, we will make them aware of relevant support services.

Where children are being asked to learn online at home we will follow the advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. We recognise the NSPCC and PSHE Association also provide helpful advice.

Through our regular communications with parents, we will reinforce the importance of children being safe online and tell parents what systems we use to filter and monitor online use. We will make parents aware of what their children are being asked to do online, through Class Dojo, including the sites we asked them to access.

While considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will do all that we reasonably can to limit children's exposure to risks from our IT system. We will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of our filters and monitoring systems have been informed in part, by the risk assessment required by the Prevent Duty. To meet this duty we will work to meet the digital and technology standards. We will:

- 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 safeguarding needs.

We have the appropriate level of security protection in place, in order to safeguard our systems, staff and learners and we will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

We will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

Our Local Academy Council will question school leaders to gain a basic understanding of our approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools, which can be used to improve the approach.

Mentors of trainee teachers and early career teachers induct mentees and provide ongoing support, development and monitoring on online safety.

Following update to KCSIE 2025- The Use of AI within school is also monitored and filtered using Securly; which effectively and reliably prevents access to harmful and inappropriate content;
Logs activities robustly and prevents malicious use or exposer to harm. Safeguarding training delivered to staff looks at disinformation, misinformation and conspiracy theories. Children are monitored continuously while using class iPad as per our acceptable use of ICT policy.

Please see our policy for 'Acceptable use of ICT' at Leycroft Academy.

Mobile and smart technology

Please see our policy for 'Acceptable use of ICT' at Leycroft Academy.

If children use a smart device during their transport to and from school, it will be turned off on entering the school building and handed in to their class team. This will ensure safe keeping of the device and that it shall not be used during the school day.

Inspection

We recognise our responsibilities for safeguarding within the remit of Ofsted.

Elective Home Education (EHE)

We understand that many home educated children have an overwhelmingly positive learning experience. We would expect that any parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended. This means we inform Birmingham City Council of all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will facilitate a meeting with the local authority education team, ourselves and other relevant schools, other key professionals and where possible parents/carers. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The school will invite the local authority education team.

We understand it is our responsibility to identify parents or carers who we need to meet with to discuss EHE before they make their final decision. We will record if parents refuse to attend this meeting. If parents decline this meeting, we will still meet with the local authority.

We will follow Birmingham City Council's EHE Policy and Guidance.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this information will be used by the DSL (or deputies) to inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

We recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect. All staff at our setting have the knowledge and skills to keep looked after children safe. The Lead DSL will hold the details of each child's social worker and the name of the virtual school head in the authority that looks after the child. They are responsible for ensuring all staff have the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents of those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

Private fostering

We recognise that a private fostering arrangement occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's social care as soon as possible. If we become aware of a private fostering arrangement for a student that has not been notified to children's social care, we will encourage parents and private foster carers to notify them and will share information with children's social care as appropriate.

Why are children with additional needs at greater risk of abuse?

There are several factors that contribute to disabled children and young people being at a greater risk of abuse.

Communication barriers:

- Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.
- Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.
- It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs. Without this knowledge children may not recognise that they are being abused or will not know how to describe what is happening to them.

Misunderstanding the signs of abuse:

- It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.
- A child experiencing abuse or trying to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Lack of understanding on staying safe:

- Personal safety programmes and relationships and sex education (RSE) are not always made accessible to children with SEND. This can be for several reasons:
- parents and professionals may think young people with learning disabilities should not have relationships or sex
- sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities.

Increased isolation:

- Disabled children may have less contact with other people than non-disabled children because they have:
    - fewer out of school opportunities than their peers
    - fewer opportunities for spontaneous fun with friends
    - difficulty finding out about accessible events/ places

Dependency on others:

- Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.
- If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.
- Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.

Inadequate support:

- It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.
- Disabled children are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers
- Some adults may not focus on a disabled child's views.
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with disabled children.

Source: Safeguarding d/Deaf and disabled children and young people (NSPCC Website)

Children who are lesbian, gay, bi or gender questioning (LGBTQ)

We recognise that the fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. All staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Staff

All staff, supply staff, contractors and visitors, are informed of the name of the DSL and deputies and our procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Head Teacher and it is viewed as a professional appointment, for example, supporting education welfare issues etc. This should be viewed on a case-by-case basis. To support this, guidance from the Department of Education (September 2010) states 'Meetings with pupils away from the school premises should only be arranged with the specified approval of the head teacher and the prior permission of the pupil in question'. We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings; 'Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place'.

Parents

Parents play an important role in protecting their children from abuse. We are required to consider the safety of the child and should a concern arise, professional advice may be sought prior to contacting parents. If deemed appropriate, parents will be contacted, and we will continue to work with them to support the needs of their child. Consent from the parents will be sought, although in

exceptional circumstances and with the best interests of the child being considered, this may be overridden.

We aim to help parents understand their responsibility for the welfare of all children, which includes their duty to refer cases to social care services and/or police in the interests of the child.

Parents that have concerns regarding a member of staff can in the first instance raise those with the Head Teacher. This may involve sharing those concerns with the relevant agencies. Where the parent has concerns regarding the Principal, the Chair of the Local Academy Council should be consulted in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk**.**

On occasions Ofsted may forward complaints that may raise a safeguarding concern about our school via CASS. In such instances, we will work with all agencies within CASS to clearly respond to Ofsted on a case-by-case basis.

Parents/Carers can also access Ofsted Parent View which is an online survey questionnaire where parents can give their views. Where possible, this will be monitored regularly by the school to quickly address any concerns.

All complaints should be made via our complaint's procedures.

We will keep parents informed of all areas of safeguarding and child protection through the regular methods of communication.

We wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely from us. If a parent's behaviour is a cause for concern, then we will ask them to leave our premises. We wish to make it clear that in serious cases, the Head Teacher can/will notify parents in writing that their implied licence to be on our premises is temporarily revoked, subject to any representations that the parent may wish to make. This setting will give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the complaints policy.

Our setting is private place. We will therefore act to ensure they remain a safe place for all. The public has no automatic right of entry.

We expect parents to talk to us about any concerns they have about care and education provided by us in the first instance. We urge all parents not to express these concerns on social media platforms, at least not before sharing these concerns with us first.

Changing in school

We consider arrangements for safe changing of children for physical education (PE). We will be guided by the NSPCC guidance Best Practice for PE Changing Rooms. This consideration will come under our duty and remit of health & safety and in the context of children's welfare. We follow the guidance and do what we need to do in relation to organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations for drama productions and using off-site changing rooms. NSPCC factsheet.

For children who are not yet toilet trained and require a nappy, please refer to our intimate care policy.

Part 3 – Quality Assurance

Our ongoing safeguarding of children and the legal reporting duties on us

We understand the importance of safeguarding vigilance beyond the recruitment process. Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

We will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.
We will contribute quality data to inform multi-agency audits and practice reviews.
We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.
DSLs will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:
1. How much did we do? (Numbers)
2. How well did we do it? (Whole school; File and themed audits, partner agency, pupil/parent feedback)
3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)
4. Is anyone better off? (Impact)

We believe safer recruitment is not just about carrying out the right DBS checks. Similarly safeguarding should not be limited to recruitment procedures. Good safeguarding requires a continuing commitment from our whole community to ensure the safety and welfare of children is embedded in all of our processes and procedures and consequentially enshrined in our ethos.

We aim to promote continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

We aim to create the right culture and environment so that our staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can help assist us as employers to support staff, where there is a need, and help them manage children's safety and welfare. Potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in our care.

We will undertake our duty to refer to the Disclosure and Barring Service and to the Teaching Regulation Agency where required.

Appendix 1

Links to additional information about safeguarding issues and forms of abuse

Staff who work directly with children/young people, and their leadership team should refer to this information

Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below:

Issue	Guidance	Source
Abuse	**Safeguarding guidance - abuse linked to faith or belief** **Safeguarding Guidance Domestic Violence and Abuse** **Safeguarding guidance - neglect** **Children who abuse others | West Midlands Safeguarding Children Link 74Group**	West Midlands Safeguarding Children Procedures
Child on child abuse	**http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#**	West Midlands Safeguarding Children Procedures
Children and the Courts	**Young witness booklet age 5-11** **Young witness booklet age 12-17**	Ministry of Justice (MoJ) advice
Missing from Education, Home or Care	**Children missing from care home and education** **Regional safeguarding guidance children missing education** **Working together to improve school attendance (publishing.service.gov.uk)**	West Midlands Safeguarding Children Procedures
Family Members in Prison	**Family members in prison**	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	**PSYCHOACTIVE SUBSTANCES | policeandschools.org.uk** **ALCOHOL | policeandschools.org.uk** **West Midlands Procedures Children with Substance**	Birmingham Police and Schools Panels

	Misusing Parents	
Domestic Abuse	**West Midlands Procedures Domestic Violence and Abuse** **www.operationencompass.org**	West Midlands Safeguarding Children Procedures Operation Encompass
Child Exploitation	**West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking** **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)** **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance 2018**	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	**Government Homelessness publication**	HCLG
Health & Wellbeing	**Self-harm and suicide procedures**	West Midlands Safeguarding Children Procedures
Online	**Searching, screening and confiscation (policeandschools.org.uk)** **Online safety: Children exposed to abuse through digital media | West Midlands Safeguarding Children Group** **Teaching online safety in school**	Birmingham Police and Schools Panels West Midlands Safeguarding Children Procedures DfE
Private Fostering	**Information about private fostering and how to report**	BCC
Radicalisation	**Safeguarding children and young people against radicalisation and violence**	West Midlands Safeguarding Children Procedures
Violence	**Safeguarding guidance on sexually active children and young people** **HSB School guidance** **Children who pose a risk to children** **SECONDARY MENU | policeandschools.org.uk** **Children affected by gang activity and youth violence** **Violence against women and girls**	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

	Honour-based violence | West Midlands Safeguarding Children Group	

Appendix 2

Dealing with a disclosure of abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Say you'll take them seriously - They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what they have experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing,
  all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's
  own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing
  as much detail as possible.

NB
It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.
Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the **Head Teacher, Patrick Jones**, DSL or in exceptional circumstances by the staff member who has raised the concern.

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

Appendix 3

Allegations about a member of staff, governor or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

  For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

- **Emotional**

  For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

  For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.

- **Neglect**

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

- **Spiritual Abuse**

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

2. If a child makes an allegation about a member of staff, Local Academy Council member, visitor or volunteer the **Head Teacher, Patrick Jones,** must be informed immediately. The **Head Teacher** must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The **Head Teacher** should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations, including for supply staff are completed appropriately.

3. The **Head Teacher** should exercise and be accountable for their professional judgement on the action to be taken as follows:

   - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the **Head Teacher** will notify Birmingham Children's Trust Designated Officer (LADO) Team[1] (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
   - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
   - If the **Head Teacher** decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. <u>The allegation should be removed from personnel records.</u>

[1] In other authorities the LADO service is referred to as the Position of Trust Team (POT)

4. Where an allegation has been made against the **Head Teacher** then the **Chair of the Local Academy Council** takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the West Midlands Child protection procedures.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

Appendix 4

Indicators of vulnerability/susceptibility to radicalisation

1. Radicalisation is defined in KCSiE 2025 as:
   The process of a person legitimising support for, or use of, terrorist violence.

2. Extremism is defined by the government in the Prevent Strategy as:
   Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:

   - Encourage, justify or glorify terrorist violence in furtherance of beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. KCSiE 2024 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

   There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - Identity crisis - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
   - Personal crisis - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
   - Personal circumstances - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
   - Unmet aspirations - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
   - Experiences of criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration

- Special educational need - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

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

Appendix 5

Preventing violent extremism -

Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for **Leycroft Academy** is **Keeley Fraser** who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **Leycroft Academy** in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the CASS within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel[2] process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

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

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

Appendix 6

Emergency planning and response for education, childcare, and children's social care settings (publishing.service.gov.uk)

Security-related incidents in schools and colleges

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Working together to safeguard children - GOV.UK (www.gov.uk)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Early years foundation stage (EYFS) statutory framework
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education,** and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Remote Education: keeping children safe online - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should

amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will ask to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide

to social networks, apps and games.

- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

Appendix 7

Contacting the Education Safeguarding Team

For queries, concerns or questions around:

- Outcomes of referrals or Requests for Support progressing through CASS, MASH and EMPOWER U, for open cases to BCT, for anything relating to multi-agency partnerships, or resolution and escalation of a child's case, please email CASSEducation@birmingham.gov.uk
- Advice and support around implementing policy, procedure, training, Section 175, Ofsted complaints or concerns, in school support and anything else required to ensure implementation of statutory safeguarding requirements, please email EducationSafeguarding@birminngham.gov.uk
- Operation Encompass, implementation in schools, advice and guidance on process and for feedback, please email OperationEncompass@birmingham.gov.uk

Appendix 8

PREVENT REFERRAL FORM

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.
Once you have completed this form, please email it to**: ctu_gateway@west-midlands.pnn.police.uk**
If you have any questions whilst filling in the form, please call: **WMCTU Prevent Hub 0121-251-0241**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

Please Describe

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

Please Describe

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

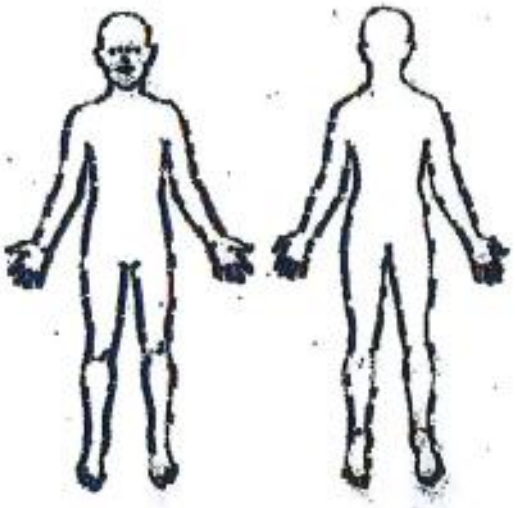
THANK YOU
Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

Appendix 9

Notice of Concern / Incident Form

Child's Name:	Class:
Date of Incident:	Time of Incident:

This form must be completed, signed and dated by any member of staff who identifies a possible child protection or safeguarding concern:

- All child protection concerns must be reported immediately to the designated Safeguarding Lead.
- Record the facts and do not make judgements. Record dates, times, places, actual words, what was observed, who was present and questions asked.
- Any concerns about staff should be reported directly to the Head Teacher/Head of Service.
- Concerns about the Head Teachershould be reported to the Chair of Governors/Proprietor

Details of Concern/Incident: