KING EDWARD VI FOUNDATION BIRMINGHAM

Educational excellence for our City

KING EDWARD VI ACADEMY TRUST BIRMINGHAM

Safeguarding and Child Protection Policy

Responsible Board/Committee	Academy Trust Foundation Trust
Policy Type	Hybrid Policy
Policy Owner	Foundation Leader in Education – Safeguarding and Wellbeing
Statutory	Yes
Publish Online	Yes
Last Review Date	July 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective while the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	July 2027
Version	8

School	King Edward VI Camp Hill School for Girls
School Policy Owner	Vicky Ridley
ISGB/SGB Approval Date	19th October 2026

Details of school safeguarding contacts are listed in Section 3 of this document. Emergency/urgent contact details are available below:

Organisation	Contact
Emergency Services	999
Police non-emergency	101
NHS non-emergency	111
NSPCC	0808 800 5000 or email help@nspcc.org.uk
Anti-terrorist hotline	0800 789 321

Safeguarding Contacts:

Authority/Agency	Telephone	Email
Children's Advice and Support Service (CASS)	0121 303 1888	Outside of normal office hours, call the Emergency Duty Team on 0121 675 4806.
LADO	0121 675 1669	ladoteam@birminghamchildrenstrust.co.uk

For information or further guidance please refer to:

- www.kooth.com for advice and support linked to mental health
- National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.
- Forced Marriage Unit: 020 7008 0151 or email fmu@fco.gov.uk
- Chat health Text Service - 07480 635485 (parents and young people can seek health advice)
- https://the-waitingroom.org/ provides information on a host of services in Birmingham which support families, whatever their need.
- Papyrus - prevention of young suicide. Ring Hopeline UK 0800 068 4141 https://papyrus-uk.org/hopelineuk/
- BEAT - for support with eating disorders young people can call Youthline on 0808 801 0711
- Young people can also contact: Childline on 0800 1111
- The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.
- Chat Health Text Service: 07480 635485 (parents and young people can seek health advice)

- If you live in Solihull: SOLAR 8am-8pm Mon – Fri 0121 301 2750 Weekends 8am – 8pm 0121 301 5500 OOH 8am – 8pm Mon – Sun 0300 300 009

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1. Our strong safeguarding culture

Why it is important

Safeguarding is everyone's responsibility, and it is the duty of the King Edwards Academy Trust to safeguard and promote the welfare of children. 'Children' includes everyone under the age of 18. This is our core safeguarding principle.

In adhering to this principle, we are committed to providing a safe, inclusive and welcoming environment for all children, regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. We promote an inclusive, anti-discriminatory culture where racism, faith-targeted abuse and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities. We recognise that such experiences can have a significant impact on a child's welfare, wellbeing and sense of safety, and therefore will be identified and responded to through our safeguarding practice. All children have equal rights to support, protection and the opportunity to thrive.

One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers, visitors, and governors, all of whom are trained in its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law, guidance, and best practice. Parents/carers will be informed about this policy through our website.

Our policy extends to any establishment we commission to deliver education to our students on our behalf, including alternative provision settings, with the expectation that we maintain ongoing oversight to ensure placements remain safe and suitable. This includes regularly reviewing placements (at least half termly), confirming safeguarding arrangements and any staffing changes in writing, always knowing the pupil's location during school hours (including offsite provision), and taking immediate action where safeguarding concerns arise, recognising that external standards do not replace the school's own due diligence. This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two and in conjunction with Local Guidance.

Context of King Edwards VI Camp Hill School for Girls

KCSIE writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments, i.e. where children are at risk of abuse and exploitation outside of their families.

Our school context is:

The King Edward VI Foundation (the 'Foundation Charity') (registration no. 529051) charity comprises two Independent Schools and the Foundation Office. The King Edward VI Academy Trust Birmingham (the 'Academy Trust') registration no.10654935) incorporates the Academies. The Foundation Charity and the Academy Trust are collectively known as the 'Foundation'. King Edward VI Camp Hill School for Girls

(KECHG) has 1146 students on roll (748 in Years 7 – 11 and 398 in Sixth Form). In the last academic year 34% Pupil Premium (PP) (23.4% Free School Meals (FSM)). Approximately 21% of students have English as an additional language (EAL), the same as the national average (DfE, June 2025). 88% of students are from ethnic minority backgrounds, compared with 38.7% nationally in secondary schools (DfE, August 2026). The school location deprivation indicator is "well above average" of all school; the base for students is "close to average" or all schools, in terms of deprivation (IDSR, Nov 2023) however a significant number of students live in areas with POLAR 4 Q1/Q2 scores.

Our DSL will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:

- Informal and formal assessments of need/risk for the child.
- Case discussions in Safeguarding Team Meetings.

What it means for our pupils

We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when children's additional needs are identified, and contributing to inter-agency plans that provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.

All our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in a child protection or safeguarding issue will receive appropriate support.

Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful, and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begins with recognising changes in pupils' attendance and/or behaviour and knowing that these changes may be signs of abuse, neglect, or exploitation. Challenging behaviour may be an indicator of abuse.

All our staff will reassure children that their concerns and disclosures will be taken seriously, and that they will be supported and kept safe.

All staff are 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. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child.

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of our school which ensures that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

We will take opportunities to teach safeguarding and ensure that children are taught about how to keep themselves and others safe, including online. We will deliver a comprehensive RSHE programme which will tackle, at an age-appropriate stage, issues such as:

- Misogyny and sexism; violence against women and girls (VAWG); harmful online cultures (e.g. “incel” ideology).
- Respectful behaviour, positive masculinity and healthy relationships, boundaries and consent.
- Stereotyping, prejudice, and equality
- Mental health and wellbeing including grief, loss and bereavement; loneliness and emotional wellbeing; suicide prevention.
- Body confidence and self-esteem.
- Health e.g. vaping risks.
- How to recognise an abusive relationship (including coercive and controlling behaviour).
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour- or faith-based abuse such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why they’re always unacceptable.
- Modern online risks, including online scams, fraud and financial exploitation; AI-generated content; harmful online influencers and subcultures and understanding privacy, consent, and personal data online.
- Personal Safety covering risk awareness in everyday situations including safety in public spaces.

The programme will be fully inclusive and developed to be age- and stage-of-development appropriate (especially when considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities).

2. Safeguarding legislation and guidance

The following safeguarding legislation and guidance have been considered when drafting this policy:

- Department for Education’s (DfE’s) statutory guidance Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Governance Handbook.
- What to do if you’re worried a child is being abused (2015).
- Prevent Duty guidance: Guidance for specified authorities in England and Wales (2023).
- The Teacher Standards 2012.
- The Safeguarding Vulnerable Groups Act 2006.
- Section 157 of the Education Act 2002.
- The Education (Independent School Standards) Regulations 2014.
- The Domestic Abuse Act 2021.

- PACE Code C 2019.
- Crime and Policing Act 2026.
- Serious Crime Act 2015.
- Statutory guidance on FGM.
- The Equality Act 2010.
- West Midlands Safeguarding Children Procedures.
- Mental Health & Behaviour in Schools.
- Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018).
- Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- Relationships education, relationships and sex education (RSE) and health education.
- Children missing education.
- Generative artificial intelligence in education.
- The cybersecurity standards for schools and colleges.

3. Roles and responsibilities

The designated safeguarding lead (DSL) is: Ms V. Ridley
Contact details: email: v.ridley@chg.kevibham.org

The deputy DSL(s) are:
Ms L. Maginnis, Ms K. Stevens, Mrs J. Neal, Mr C. Revitt and all Heads of Year
The Designated Teacher for Looked After and Previously Looked After Children is Ms L. Maginnis

The safeguarding governor/trustee is: Jo Ellins
Contact details: email: Jo.Ellins@kevibham.org

The headteacher is: Ms K.Stevens
Contact details: email: enquiries@chg.kevibham.org

3.1. All staff

All staff will:

- Read and understand the full Part One of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education.
- Reinforce the importance of online safety and Generative AI risks when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- Provide a safe space for students who are LGBTQ+ or who have special educational needs and/or disabilities to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this Safeguarding & Child Protection policy, the staff code of conduct, the role and identity of DSL/DDSLs, the

Behaviour policy, and the safeguarding response to children who are absent from education, particularly on repeat occasions and/or who go missing from education (CME) for prolonged periods.

- Balancing data protection with safeguarding: risk assessing and clearly documenting the rationale for information sharing (or not), considering the nature, severity, likelihood, and immediacy of harm.
- The Right Help Right Time guidance, early help assessment process and the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to look for to identify children who need help or protection and what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect, and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), teenage relationship abuse (physical, sexual, emotional abuse, and stalking), child criminal exploitation (CCE) including financial exploitation, indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The risks of serious violence are higher for children with disrupted education (e.g. suspensions) or a history of offending.
- How to report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL/DDSL.
- Safeguarding issues often overlap, and children can be at risk of harm inside and outside of their home, at school and online.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- Children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination and such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help. Staff should be alert to signs that a child may be experiencing such harm and respond in accordance with safeguarding procedures.
- Tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and protected characteristics.

3.2. The Designated Safeguarding Lead (DSL):

The designated safeguarding lead is a member of the Senior Leadership Team (SLT) and takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- Ensuring child protection policies are known, understood, and used appropriately by staff.

- Working with the board of trustees and local governing body to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly.
- Encouraging a culture of listening to children and taking account of their wishes and feelings when determining what action to take and what services to provide. Acting as a source of support, advice, and expertise for all staff on child protection and safeguarding matters.
- Liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and being aware of the requirement for children to have an Appropriate Adult in relevant circumstances.
- Being available during school hours for staff to discuss any safeguarding concerns. Adequate and appropriate cover arrangements will be in place during any period of absence, including ensuring that a deputy DSL is available and that staff know who to contact. Parents and external agencies may also use safeguarding@chg.kevibham.org to contact the safeguarding team.
- Acting as a point of contact with the safeguarding partners and promoting the educational outcomes of children with safeguarding concerns, including children with a social worker and children in care, by working with teachers, senior leaders and relevant agencies to ensure appropriate support is in place.
- Making and managing referrals to children's social care, the police, Channel, Disclosure and Barring Service, or other agencies.
- Assessing risk and taking appropriate action if a staff member reports concerns about a child carrying, using or intending to use a weapon. Where relevant, this will include any action needed to de-escalate peer conflict.
- Understanding Local Authority thresholds and taking lead responsibility for promoting and coordinating early help, assessing the need for early help support and working with other agencies to secure appropriate services for children and families. Keeping detailed, accurate, secure written records of concerns, discussions, and decisions made, including the rationale for those decisions (including where referrals were or were not made).
- Taking part in strategy discussions and inter-agency meetings.
- Liaising with the 'case manager' and the designated officer(s) at the local authority if allegations are made against staff.
- Undertaking appropriate safeguarding training and continuous professional development to ensure that knowledge and skills remain current and reflect local and national safeguarding developments. The DSL should ensure that staff receive regularly updated, appropriate safeguarding and child protection training and updates via email, e-bulletins, and staff meetings, to ensure staff have the relevant skills and knowledge to safeguard children effectively.
- Making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements.
- Supporting the school in ensuring that appropriate filtering and monitoring systems are in place, regularly reviewed, and understood by relevant staff.

- Ensuring that child protection files are maintained securely, are kept separate from the main pupil file, are reviewed regularly, and are transferred promptly and securely when a child moves school.
- Supporting/advising on safeguarding aspects of recruitment.
- Working with the Attendance and Inclusion teams in school to strengthen the link between safeguarding and attendance, absence, and children missing education.
- Recognising and having a good understanding of exploitation, county lines, domestic abuse, mental health, and contextual safeguarding risks outside the home.
- Maintaining a good understanding of Harmful Sexual Behaviour and ensuring that staff receive appropriate training to identify, respond to, and prevent such behaviours through a whole-school safeguarding approach.
- Receiving statutory notifications from Operation Encompass and local housing authorities concerning domestic abuse and/or temporary accommodation, and responding appropriately to support children in school.

3.3. The deputy designated safeguarding lead(s)

Our deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL.

The full responsibilities of the DSL/DDSLs are set out in their job descriptions.

3.4. The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff and trainee teachers) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction; and
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. (See section 21).
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable.
- Overseeing the safe use of technology, mobile phones, and cameras in the setting, including staff use of school devices only for photographing children on site and on trips/residentials.

- Ensuring reviews are carried out and recorded by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT department.

3.5. The safeguarding governor

The role of the safeguarding governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- Understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2026.
- Receiving safeguarding training appropriate to the governance role and keeping this training updated at least every two years.
- Monitoring the effectiveness of safeguarding arrangements on behalf of the governing body and providing appropriate challenge and support to leaders.
- Seeking assurance that the DSL has sufficient status, authority, time, training, funding, resources, and support to carry out their responsibilities effectively.
- Supporting and challenging the DSL on safeguarding standards at the school.
- Monitoring the effectiveness of the school's filtering and monitoring arrangements and seeking assurance that these are reviewed at least annually and continue to safeguard children from harmful online content, including risks associated with generative AI.
- Confirming that consistent and compliant safeguarding practice takes place across the school.
- Reporting to the board of trustees about the standard of safeguarding in the school.

The DSL and the safeguarding governor/trustee meet regularly to review safeguarding practice, training, compliance, audit outcomes, safeguarding trends, online safety arrangements, the effectiveness of filtering and monitoring systems, and to agree steps to continuously improve safeguarding practices in the school.

3.6. The Designated Teacher for Looked After and Previously Looked After Children

The local governing body in each school must appoint a Designated Teacher and should work with local authorities to promote the educational achievement of registered students who are looked after or are in kinship care. On commencement of sections 4-6 of the Children and Social Work Act 2017, our Designated Teacher will have responsibility for promoting the educational achievement of children/young people 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 will:

- Work with the Virtual School to provide the most appropriate support utilising the student premium plus to ensure they meet the needs identified in the child's personal education plan.

- Work with the Virtual School Head to promote the educational achievement of looked after children, previously looked after children or those in kinship care.
- Work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.

Our school Early Help provision

Universal services, and community-based Early Help play a crucial role in identifying emerging problems and providing support at the earliest opportunity. Early Help is not a single service, but a coordinated system of support delivered by local authorities and partner agencies working together to provide the right support at the right time. This may include education and health services, family support services, youth services, family hubs, housing support, after-school provision, voluntary organisations, and community groups.

Where safeguarding concerns can be managed internally and do not require referral to statutory services, the DSL will oversee the delivery of an appropriate Early Help/Family Help Assessment. Options will then include:

- Managing any support for the child internally via the academy's pastoral support processes, including considering where doing so does not place the child at additional risk, whether the DSL/DDSL should inform parents or carers to further support the child's wellbeing.
- Undertaking an Early Help Assessment: Early Help: Birmingham Safeguarding Children Partnership in Birmingham or Multi-Agency Referral Form and Community Led Early Help Assessments in Solihull. or
- Making a referral to statutory services, for example, as the child could be in need, is in need or is suffering, or likely to suffer harm. 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 or MASH) as required. For Solihull, it is Seeking Help from Solihull MASH. (See section 21)

4. Children who may be particularly vulnerable

Any child may benefit from support from statutory intervention, but some children, however, are at greater risk of abuse, neglect, and exploitation. Many factors, including social exclusion, isolation, discrimination, and prejudice, can cause this increased risk. To ensure that all our pupils receive equal protection, we give special consideration to children who:

- Are vulnerable because of their race, ethnicity, religion, special educational needs, disability, gender identity, or sexuality.
- Are young carers.
- Are pregnant or are parents themselves.
- Are involved in the court system or have a family member in prison.
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups (OCGs) or County Lines.
- Are misusing alcohol or drugs.

- Have exhibited early signs of abusive, violent, and/or harmful behaviours.
- Are vulnerable to being bullied or engaging in bullying.
- Are at risk of exploitation, modern slavery, trafficking, including sexual and/or criminal exploitation.
- Are making or sharing consensual or non-consensual nudes or semi-nudes. ("Making or sharing nudes and semi-nudes" refers to the creation, sending, posting or sharing of nude or semi-nude images, videos or livestreams by children under the age of 18. Images may be created by the child themselves (sometimes referred to as self-generated imagery), taken by another person, digitally altered, or wholly generated using artificial intelligence technologies, including so-called "deepfakes" or "deep nudes".)
- Are at risk of being radicalised into terrorism.
- Are at risk of honour- or faith-based abuse, such as forced marriage or female genital mutilation.
- Live in chaotic or unsupportive home situations, including being affected by parental substance abuse, domestic abuse, or parental mental health needs.
- Live transient lifestyles or live away from home or in temporary accommodation.
- Do not have English as a first language.
- Experience or have experienced bereavement.
- Have certain physical or mental health conditions.
- Are in care or privately fostered or have returned home to their family from care.
- Have been repeatedly removed from the classroom, experienced multiple suspensions, are on a part-time timetable, and are at risk of, or have been, permanently excluded, or are in Alternative Provision.
- Are frequently missing from education, home or care.

Young Carers

Staff should be alert to the needs of Young Carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and from the appropriate services, including additional support from external partners, or local authority and health services.

5. Children with special educational needs, disabilities or health issues

Professional curiosity and not relying on presentation alone to spot signs of hidden harm is crucial to safeguarding our more vulnerable students. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children, which can include:

- Under-identification of abuse and neglect and assumptions that indicators of possible abuse or exploitation, such as behaviour, mood, and injury, relate to the child’s disability without further exploration.
- Being more prone to peer group isolation than other children.

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- The need for intimate care or that these children are isolated from others.
- That these children are more likely to be dependent on adults for care.
- These children may have issues with cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded and be aware that additional possible indicators of abuse and/or neglect may include:

- A bruise in a site that may not be of concern on an ambulant child, such as the shin, may be of concern on a non-mobile child.
- Not getting enough help with feeding, leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Inappropriate invasive procedures.

6. Children who are absent from education

Children being absent from education for prolonged periods, on an increasing basis and/or on repeat occasions, and children with unexplainable and/or persistent absences from education, can be an indicator of abuse, neglect and exploitation, including sexual abuse or exploitation, trafficking, modern slavery, child criminal exploitation, mental health problems, substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

The school's response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, 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). We closely monitor attendance, absence, and exclusions, and our DSL will take appropriate and proactive action, including notifying the local authority of

any student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.

We will also work closely with the appropriate local authority CME Team, School Admissions Service, Education Legal Intervention Team (ELIT) and the Elective Home Education (EHE) service. See our Attendance Policy, available on our website, for further information.

7. Alternative provision

Where a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will ensure we are satisfied that the placement meets the pupil's needs.

8. Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. We recognise our responsibility to adopt a whole-school approach to mental health and wellbeing through:

- **Prevention:** creating a safe, supportive and inclusive environment that promotes positive mental health and resilience.
- **Identification:** recognising emerging concerns at the earliest opportunity.
- **Early support:** providing timely support and intervention.
- **Access to specialist services:** working with external agencies to obtain specialist assessment, advice and treatment when required.

Mental health should be considered a safeguarding matter as well as a wellbeing issue. All staff are aware that mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation, and that in some cases they can develop into safeguarding concerns. Staff are also aware that where children have suffered adverse childhood experiences, those experiences can impact on their mental health, behaviour, and education.

Mental health concerns that may require a safeguarding response can include self-harm, suicidal thoughts, suicide risk, eating disorders and other behaviours that place a child at risk of significant harm. All staff are aware that there are potential warning signs when a child is struggling with their mental health. These include:

- Significant changes in behaviour.
- Ongoing difficulty sleeping.
- Withdrawing from social situations.
- Not wanting to do things they usually like.
- Physical signs of self-harm or neglecting themselves.

Staff should not attempt to diagnose or provide treatment for mental health conditions. Their role is to:

- Promote positive mental wellbeing.
- Identify children who may be experiencing mental health difficulties or be at risk of developing them.
- Provide early support and intervention where appropriate.
- Refer concerns to the DSL and other appropriate professionals.
- Work with specialist services where required.

Where staff are concerned that a child's mental health is also a safeguarding concern, they must record the concern on MyConcern and discuss it with the DSL or a deputy who will alert other relevant agencies as necessary.

9. Children who are lesbian, gay, or bisexual

- The fact that a child or a young person may be lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. Unfortunately, children who are lesbian, gay, or bisexual, or are simply perceived to be lesbian, gay, or bisexual, can be vulnerable to discriminatory bullying by other children. The risk to these children can be compounded where children who are lesbian, gay, or bisexual lack a trusted adult with whom they can be open.

- Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

10. Children who are questioning their gender

The school will take a sensitive, child-centred approach to pupils who are questioning their gender identity or who have the protected characteristic of gender reassignment, having regard at all times to the welfare of the individual pupil and the welfare of other pupils.

The school will respect both gender-critical and gender-affirming beliefs held within the school community and will not tolerate bullying, harassment, or discrimination in connection with any such beliefs.

The school will not initiate any social transition actions but will respond to circumstances where a child, parent, or carer requests support in relation to gender identity, including any form of social transition (such as changes to name, pronouns, or presentation). This means taking a cautious approach to supporting pupils who are questioning their gender, ensuring staff do not initiate or make changes relating to social transition without consultation with senior staff, and ensuring all decisions balance safeguarding, parental rights, and equality/human rights law. The school will only implement any changes following a school-level decision made in accordance with the following process:

- **DSL involvement**: The DSL will be informed and involved in the decision-making process from the outset, as gender-related requests may intersect with safeguarding considerations.

- **Parental engagement**: Parents and carers will be engaged as a matter of priority and their views treated with importance. The school will not implement any social transition arrangements without parental knowledge and engagement, save in the exceptional circumstances described in the paragraph below.

- **Exception to parental engagement**: Where staff have reasonable grounds to conclude that involving parents or carers would create a greater risk of harm to the child, for example where there are concerns about potential physical abuse, emotional abuse, or neglect or where the child expresses a credible fear, the DSL will determine what safeguarding action is appropriate before parents are contacted and before any decision is taken. Any decision to proceed without parental engagement will be documented with clear reasons. Decisions made by the Safeguarding and Senior Leadership Teams will be based on the young person's mental health and wellbeing and any risk of harm (including peer, family, or online risk).

- **Professional advice**: Where appropriate, the school will seek advice from relevant professionals, which may include the school's special educational needs coordinator ("SENCO"), relevant health professionals, or the local authority designated officer ("LADO") where applicable. The school will be alert to the possibility that gender-questioning presentations may cooccur with, or be influenced by, other factors including neuro-developmental conditions, mental health difficulties, or other needs.

- **Record-keeping**: All discussions, decisions, and the reasons for those decisions will be recorded in writing and stored securely and confidentially. Records will be kept under review and revisited if circumstances change.

- **Review**: Any agreed arrangements will be subject to periodic review, particularly where circumstances or safeguarding concerns change, with the DSL involved, parents engaged (as appropriate), and arrangements reassessed.

The school will ensure that its facilities arrangements and sporting activities comply with its legal obligations in relation to biological sex, equality and with its safeguarding duties.

Toilets: As a single-sex school, most toilet facilities are designated for female pupils. The school will not permit any pupil to use toilet facilities designated for the opposite biological sex. Self-contained individual toilets are available, without compromising the safety, comfort, privacy, or dignity of the pupil or other pupils. Any such arrangement will be recorded and reviewed regularly.

Changing rooms and showers: As a single-sex school, all changing rooms and shower facilities are designated for female pupils. The school will not permit any pupil aged 11 or over to undress in the presence of a pupil of the opposite biological sex and will not permit access to changing rooms or shower facilities designated for the opposite biological sex. Where a pupil does not wish to use the standard facilities, the school will consider alternative

arrangements (such as individual changing spaces or adjusted timings) that maintain appropriate standards of privacy and dignity for all pupils. Clear records will be kept, appropriate communication maintained, and arrangements reviewed regularly.

Overnight accommodation: As a single-sex school, overnight accommodation on school trips or residential visits is designated for female pupils. The school will not permit any pupil to share overnight accommodation with a pupil of the opposite biological sex. Where a pupil does not wish to share accommodation with other pupils, the school will seek to identify alternative arrangements where possible (such as single occupancy where available) without compromising safety, comfort, privacy, or dignity, and will document those arrangements.

For safeguarding purposes, relevant staff will be made aware of a pupil's biological sex in all cases, and a pupil's biological sex will be recorded accurately wherever it is recorded by the school.

Staff will remain especially vigilant to the heightened vulnerabilities of pupils who may be "living in stealth" (that is, school friends/staff may be unaware of their biological sex), ensuring safeguarding risks are actively identified and managed.

11. Child-on-child abuse

Child-on-child abuse (children harming other children) is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Through the curriculum, assemblies, and wider safeguarding education, pupils will be encouraged to challenge harmful behaviours, act safely as active bystanders, and report concerns when they witness abuse or harassment.

Harmful Sexual Behaviour (HSB) refers to sexual behaviours displayed by children and young people that are developmentally inappropriate, harmful, abusive, or potentially abusive. The school recognises that HSB exists on a continuum from inappropriate behaviour through to serious sexual violence. The school takes a zero-tolerance approach to sexual harassment and sexual violence; it is never acceptable, and it will not be tolerated.

Consent means agreeing by choice and having the freedom and capacity to make that choice. Consent can be withdrawn at any time. A child under the age of 13 can never consent to sexual activity. The age of consent in England is 16. Sexual activity without consent is unlawful and may constitute a criminal offence.

All concerns relating to HSB will be assessed and responded to proportionately, taking account of the age, developmental stage, context, intent, and impact of the behaviour.

It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator, and they are clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.

Child-on-child abuse can take many forms, including:

- **Physical abuse** such as shaking, hitting, biting, kicking or hair pulling.
- **Bullying,** including cyberbullying, prejudice-based and discriminatory bullying.
- **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).
- **Harmful sexual behaviour, sexual violence and sexual harassment** such as unwanted sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse and which may include sexualised messages, coercion, sharing pornography, sharing sexual images, abusive group chats, misogynistic or misandrist content, sexually offensive comments and the use of technology to humiliate, threaten or control another child.
- **Serious physical assault and harm**, or the threat of harm with a weapon.
- **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.
- **Up-skirting** (which is a criminal offence), which involves taking a picture under a person's clothing without their permission for the purposes of sexual gratification or to cause humiliation, distress or alarm.
- **Consensual and non-consensual making or sharing of nude and semi-nude images and/or videos** (including those generated by AI), and including pressuring others to share sexual content. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people, which outlines how to respond to an incident.
- **Abuse in intimate personal relationships between children (also known as teenage relationship abuse)** such as a pattern of actual or threatened acts of physical, sexual or emotional abuse.
- **Initiation/hazing:** used to induct newcomers into sports teams or school groups by subjecting them to potentially humiliating or abusive trials with the aim of creating a bond.
- **Discriminatory behaviour,** including racism, faith-targeted abuse and other prejudice-based incidents.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Misogyny, sexism and gender-based harassment can contribute to a culture in which sexual harassment and sexual violence are normalised. Such behaviours will be challenged and addressed at the earliest opportunity.

All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

Minimising risk

The school recognises that child-on-child abuse is preventable. Early identification of harmful behaviours and timely evidence-based intervention can reduce the risk of behaviours escalating into abuse or violence. Staff will respond to concerns at the earliest opportunity and seek support for children displaying harmful behaviours as well as those who have experienced them. We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.
- Using assemblies to outline acceptable and unacceptable behaviour.
- Using RSHE and PSHE to educate and reinforce our messages through stories, role play, current affairs, and other suitable activities.
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

Investigating allegations

All allegations of child-on-child abuse should be passed to the DSL immediately, who will investigate and manage the allegation as follows:

- **Gather information**: children and staff will be spoken with immediately to gather relevant information.
- **Decide on action**: if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.
- **Inform parents**: we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil, and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
- **Record**: all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, logged on MyConcern, and any statutory safeguarding paperwork related to child protection kept confidential and stored securely in the school's child protection and safeguarding filing cabinet. The record will include a clear and comprehensive summary of the concern, details of how the

concern was followed up and resolved, and a note of the action taken, decisions reached, and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part Five of Keeping Children Safe in Education 2026.

The DSL will undertake or oversee a risk and needs assessment, taking account of the victim's wishes, the nature of the alleged incident, the ages and developmental stages of those involved, any power imbalance, previous concerns, ongoing risks and the need to protect all children involved. We will also utilise the **Children who pose a Risk to Children School Safety Plan**.

Reports of rape or assault by penetration are especially serious. While the school/trust establishes the facts and liaises with children's social care and the police, the alleged perpetrator(s) may be removed from any shared classes with the victim. The school/trust will also consider how to maintain a reasonable physical separation between the victim and alleged perpetrator(s) across the school, including before or after school-based activities, and on transport to and from the school.

A decision by the police or another agency not to investigate or prosecute does not mean that an incident did not occur. The school will continue to assess and manage safeguarding risks and provide support where required.

The school maintains multiple routes through which pupils can report concerns, including speaking to any trusted adult, the DSL team and the safeguarding email. These systems are regularly promoted to pupils and reviewed to ensure they remain accessible and effective.

Our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

Sexual harassment can violate a child's dignity, make them feel intimidated, degraded or humiliated, and can create a hostile, offensive or sexualised environment. Victims of HSB may experience significant emotional distress and trauma, which can adversely affect attendance, engagement, wellbeing and educational attainment. Therefore, the support required for the pupil who has been harmed will depend on their particular circumstances and the nature of the abuse. The support we provide could include counselling and mentoring or restorative justice work.

Support may be required for the pupil who caused harm. Children who abuse others have often experienced abuse, trauma or other adverse experiences themselves. Whilst behaviour will be addressed appropriately, we will seek to understand why the pupil acted in this way

and consider what support may be required to help the pupil, and/or change behaviours. The consequences for the harm caused or intended will be addressed.

We also recognise that incidents of child-on-child abuse may impact other pupils, including friendship groups, witnesses and bystanders. Appropriate support, information and intervention will be offered to any child affected by an incident.

Where an allegation of sexual harassment or sexual violence is progressing through the criminal justice system, academies should understand the importance of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Relevant information can be found in: CPS: Safeguarding Children as Victims and Witnesses.

12. Serious violence

The risk of involvement in serious violence may be increased for children who have experienced abuse or neglect, have been suspended or excluded from education, are attending alternative provision, have a history of offending behaviour, substance misuse, or have previously been victims or perpetrators of violence.

Serious violence is a continuing safeguarding concern which may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and criminal exploitation. All staff are aware of the signs that a child may be at risk of or involved in serious violence, including:

- An increased absence from school or college, or a significant decline in educational performance.
- A change in friendships or relationships with older individuals or groups.
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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

Both CCE and CSE are forms of abuse. Both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator, and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

- Age.
- Gender.
- Sexual identity.

- Cognitive ability.
- Physical strength.
- Status.
- Access to economic or other resources.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. It can also be perpetrated by an organised network or gang, and the victim may identify as being part of this group. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery.

Victims are not always recognised as such and can be criminalised for actions they take whilst under coercion.

Child Criminal Exploitation (CCE)

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

Children can become trapped by this exploitation 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 carrying a knife for a sense of protection.

Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys, and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE indicators

CCE indicators can include children who:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have new associations with older individuals or groups.
- Show signs of self-harm or unexplained injuries.

- Experience a decline in academic attainment.
- Suffer from changes in behaviour or emotional wellbeing.
- Misuse drugs or alcohol.
- Go missing for periods of time or regularly return home late.
- Regularly or increasingly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which 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.

CSE can occur over time or be a one-off occurrence and 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. CSE can be committed by an individual or an organised network, and most sexual abuse is committed by those previously known to the victim. Some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

CSE indicators

The above indicators can also be indicators of **CSE**, as can children who:

- Have older boyfriends.
- Suffer sexually transmitted infections or become pregnant.

We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

Victims of criminal and sexual exploitation can be boys or girls, and it can have an adverse impact on a child's physical and emotional health.

All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

14. County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store, and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child. This power imbalance can be due to the same range of factors set out in section 13 of this policy.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out in section 13 of this policy, with the main indicator being missing episodes from home and/or school.

Additional specific indicators that may be present where a child is criminally exploited include children who:

- Go missing and are subsequently found in areas away from home.
- Have been the victim or perpetrator of serious violence (e.g. knife crime).
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Are found in accommodation with which they have no connection or in a hotel room where there is drug activity.
- Owe a ‘debt bond’ to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

All staff are aware of indicators that children are at risk from or are experiencing criminal exploitation. The main indicator is increased absence, during which time the child may have been trafficked for the purpose of transporting drugs or money.

15. Sharing nudes and semi-nudes

Sharing photos, videos, and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends, and record their lives. Sharing nudes and semi-nudes means the creation, sending, or posting online of nude or semi-nude images, videos, or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps, or forums, or carried out offline between devices via services like Apple’s AirDrop.

Images may be taken or created by the child themselves or by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as ‘deepfakes’ or ‘deep nudes’.

The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. Other terms used in education include ‘sexting’, 'youth-produced sexual imagery’ and ‘youth-involved sexual imagery’.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- Children and young people find nudes and semi-nudes online and share them, claiming to be from a peer.
- Children and young people digitally manipulate an image of a young person into an existing nude online.
- Images created or shared are used to abuse peers, e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

The school takes a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation, or vulnerability. All incidents involving nude or semi-nude images will be managed as follows:

- The incident will be referred to the DSL immediately, and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children’s social care.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in February 2024: UKCIS advice 2024. The school will have regard to this advice when managing these issues.

16. Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. Our filtering and monitoring systems also prevent access to harmful and inappropriate content accessed through generative AI tools and products.

These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact teaching and learning. The systems are reviewed regularly (at least every academic year) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.

We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

Online safety risks can be categorised into four areas of risk:

- **Content**: Being exposed to illegal, inappropriate, or harmful content such as pornography, extreme sexual or physical violence, racism, misogyny/misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact**: Being subjected to harmful online interaction with other users or generative AI applications that simulate this, such as peer-to-peer pressure and adults posing as children or young adults to groom or exploit children for sexual, criminal, financial or other purposes.
- **Conduct**: Personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images, including consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying.
- **Commerce**: Risks such as online gambling, inappropriate advertising, phishing or financial scams.

All staff are aware of these risk areas and should report any concerns to the DSL.

All students, parents/carers, staff, volunteers and governors are aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

Staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation, and there are sanctions if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones. See our Mobile Phone Expectations information available on our website for further details.

Cybercrime

School recognises that cybercrime presents an increasing safeguarding risk for some young people. Cybercrime may include unauthorised access to computer systems ("hacking"),

denial of service (DoS/DDoS) attacks, and the creation, possession or use of malicious software such as viruses, ransomware or spyware. Some children, particularly those with advanced computing skills or a strong interest in technology, may be vulnerable to becoming involved in cyber-dependent criminal activity, either intentionally or without fully understanding the legal implications of their actions. Where concerns are identified, the DSL/DDSL will consider safeguarding interventions and, where appropriate, referral to specialist support programmes such as Cyber Choices. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

17. Domestic abuse

The Domestic Abuse Act 2021 introduced a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear, or experience the effects of abuse.

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another, or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial, and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality, or background, and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

Where police have been called to a domestic violence incident where children are in the household and have experienced that incident, the police will inform the DSL. The police will also notify us if they have reasonable grounds to believe a child may be a victim of domestic abuse. This ensures that the school has up-to-date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

18. Honour or faith-based abuse

Honour or faith-based abuse (HBA) encompasses actions taken 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. Our staff are aware of this

dynamic and additional risk factors, and we take them into consideration when deciding what safeguarding action to take.

If staff are concerned that a child may be at risk of HBA or has suffered from HBA, they should speak to the designated safeguarding lead.

Female genital mutilation

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

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under a legal duty to personally report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

Forced marriage

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. Coercion may include physical, psychological, financial, sexual, and emotional pressure or abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

19. Radicalisation and extremism

Radicalisation is defined in KCSIE as: The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

KCSIE describes **terrorism** as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with 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.

Students 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 staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis: the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis: the student 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/student'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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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.
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or a personal crisis.

The Single Point of Contact (SPOC) is Ms L.Maginnis. They are responsible for:

- Ensuring that staff are aware who the SPOC is in relation to protecting students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation;
- Raising awareness about the role and responsibilities in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RS curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.

- Acting as the first point of contact for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students into the Channel process.
- Passing any new or further information to the police whilst a referral is being assessed.
- Attending Channel meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel coordinator; and sharing any relevant additional information in a timely manner.

20. Staff/pupil relationships

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with pupils. Breaching these rules is considered a serious disciplinary issue.

Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

21. Safeguarding concerns and allegations made about staff, including trainee teachers, supply teachers, volunteers, and contractors

If a safeguarding concern or allegation is made about a member of staff, trainee teacher, supply teacher, volunteer, or contractor, or relates to incidents that happened when an individual or organisation was using the school premises for the purposes of running activities for children our set procedures must be followed. This includes reporting concerns directly to the Headteacher who will liaise with the Birmingham or LADO Team (ladoteam@birminghamchildrenstrust.co.uk) who will decide on any action required. Concerns about a staff member must NOT be logged on MyConcern.

Our Safeguarding Concerns and Allegations Made About Staff, Supply Teachers, Volunteers, and Contractors Policy and Procedure can be accessed here King Edward VI Camp Hill School for Girls - Policies, and the full procedure for managing such allegations or concerns is set out in Part Four of Keeping Children Safe in Education 2026 and Birmingham Safeguarding Children Partnership's Allegations against staff procedures

This procedure must be used in any case in which it is alleged that a member of staff, Trustee, visiting professional, volunteer or anyone working in the school has:

- Behaved in a way that has harmed a young person or may have harmed a young person.
- Possibly committed a criminal offence against or related to a young person; or
- Behaved in a way that indicates s/he may not be suitable to work with young people.

- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

Where allegations relate to supply staff, agency workers or trainee teachers, the school retains responsibility for gathering relevant facts, undertaking the safeguarding investigation process and working closely with the LADO. Where appropriate, representatives from the relevant employment agency, business or teacher training provider may be invited to safeguarding and allegations management meetings and will be kept informed of progress, outcomes and actions required and normally take the lead on employment or disciplinary matters.

The school will not cease to use a supply teacher, agency worker or trainee solely because safeguarding concerns have been raised. Any decision regarding deployment, suspension or alternative duties will be made following consultation with the LADO and relevant employer, agency or training provider.

Low-level concerns shared about trainee teachers, supply staff and contractors should be notified to their employers/teacher training providers so that any patterns of inappropriate behaviour can be identified. Employment agencies, businesses and teacher training providers will be expected to cooperate fully with LADO enquiries, police investigations, children's social care processes and school investigations. Relevant information held by the employer, agency or training provider should be shared appropriately to support safeguarding decision-making.

The school recognises its legal duty to refer cases to the Disclosure and Barring Service (DBS) where an individual has been removed from regulated activity, or would have been removed had they not left their role, because they have harmed, posed a risk of harm to, or otherwise met the statutory criteria for referral. This duty applies to both paid staff and volunteers. Referrals will be made as soon as possible and will include all relevant information available to support the DBS decision-making process.

A referral to the DBS may still be required where an individual resigns, retires, transfers to another role, ceases volunteering or otherwise leaves employment before safeguarding or disciplinary processes have concluded.

Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

22. Whistleblowing if you have concerns about a colleague

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the headteacher, unless the complaint is about the headteacher, in which case the concern should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

The school's whistleblowing code King Edward VI Camp Hill School for Girls - Policies allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

23. Staff and governor/trustee training

Our staff receive appropriate safeguarding and child protection training (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding Policy and our Staff Behaviour Policy, how to report and record concerns and information about our Designated Safeguarding Lead and Deputy DSLs.

Our governors/trustees receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.

Our safeguarding governor/trustee receives additional training to empower them to support and challenge the designated safeguarding lead and support the delivery of high-quality safeguarding across the trust.

24. Safer recruitment

The school will follow KCSIE part three and pay full regard to Safer Recruitment requirements.

The governing body and our senior leadership team are responsible for ensuring that we follow recruitment procedures which help to deter, reject, or identify people who might harm children. When doing so, we check and verify the applicant's identity, qualifications, and work history in accordance with Keeping Children Safe in Education 2026 and the local safeguarding partner arrangements and ensure that a candidate has the health and physical capacity for the job.

We will do online safety checks and inform shortlisted candidates that we might conduct an online search (via an online search engine) as part of due diligence checks in the recruitment process.

We will also determine whether a role constitutes regulated activity with children and ensure the appropriate level of DBS and barred list checks are completed before an individual undertakes such work. If someone is self-employed, we will either request to see the certificate obtained by the individual or obtain the DBS check, ensuring that the DBS check is at the level required by the school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2026. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The trust maintains the single central record of recruitment checks undertaken in each of our academies. Our recruitment policy and procedures can be accessed here King Edward VI Camp Hill School for Girls - Policies

The staff induction process will cover:

- The Safeguarding and Child Protection policy.
- The Relational Behaviour Policy.
- The Staff Code of Conduct.
- The safeguarding response to children who go missing in education.
- The role and identity of the DSL and deputies.
- Copies of KCSIE

25. Site security

Regulated activity

The school will assess whether visitors, volunteers, contractors or other adults are undertaking regulated activity with children. Regulated activity includes teaching, training, instructing, caring for or supervising children, providing advice or guidance relating to a child's physical, emotional or educational wellbeing, driving a vehicle solely for children, or providing personal care or healthcare. Some activities are regulated regardless of frequency, including personal care, healthcare and overnight supervision. Appropriate safeguarding checks, including DBS and barred list checks where required, will be undertaken in accordance with statutory guidance.

Visitors

Schools receive a range of visitors, which may include professionals, as well as educational visitors like guest speakers or performers. They may also host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days. We will maintain clear arrangements for all visitors to the site. This will include verifying identity where appropriate, assessing whether safeguarding checks are required, determining the level of supervision necessary and considering the suitability and educational value of any external organisations, speakers or activities provided to students.

DBS checks, barred list checks or existing DBS certificates will not be requested for visitors such as children's relatives or other visitors attending a sports day. Headteachers will use their professional judgement about the need to escort or otherwise appropriately manage such visitors while on site.

Visitors attending in a professional capacity, such as educational psychologists, social workers, health professionals, contractors or external providers, must provide appropriate

identification. We will seek assurance from the visitor's employer that the appropriate safeguarding and DBS checks have been completed where required, but our staff should not ask to see the DBS certificate in these circumstances.

External organisations and speakers can help enrich children's education; however, careful consideration will be given to the suitability of these organisations, including carrying out an assessment of the educational value, the age-appropriateness of what is going to be delivered and whether relevant checks will be required.

Volunteers

From 1 September 2026, supervision no longer affects whether a role is in regulated activity. Any volunteer who teaches, trains, instructs, cares for or supervises children frequently, or meets the period condition, will be in regulated activity. Under no circumstances will volunteers for whom appropriate checks have not been completed be left unsupervised with children or permitted to undertake regulated activity. We will undertake, and record, a written risk assessment when a volunteer is working in a non-regulated capacity. This should consider:

- The nature of the work with children.
- The level of contact with children.
- What the academy knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers.
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability.
- Whether the role is eligible for a DBS check, and if it is, the level of the check, for volunteer roles that are not in regulated activity.

We will obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children, i.e. it is carried out frequently, or if it meets the period condition. The period condition means:

- On more than 3 days in a 30-day period.
- Helping on an overnight school trip.

Parents or carers who help on a less frequent basis will not need to get an enhanced DBS check with children's barred list information. For example, parents helping:

- At an occasional parent teacher association (PTA) event or
- On a school day-trip (not overnight).

They can get an enhanced or basic DBS check without children's barred list information, if requested by the school.

Where a person volunteers in multiple settings, each instance of teaching, training, instructing, caring for, or supervising a child counts towards the 'on more than 3 days in a 30-day period'

condition. If they volunteer for 4 days a month, even if each of the 4 days in that month is in a different school, then they are in regulated activity.

Volunteers do not have to be re-checked if they have already had a DBS check; however, the DfE emphasises ensuring the correct level of checks are carried out for a volunteer's current role due to the law change. If we have any concerns, we will consider obtaining a new DBS check at the level appropriate to the volunteering role.

If a person is barred from working with children and currently volunteers in a role previously relying on the supervision exemption, they will not be able to continue working in regulated activity because they pose a risk of harm to children. Any barred person volunteering in a role affected by this change must inform the school and immediately cease engaging in regulated activity.

Restrictive Interventions and Safeguarding

Restrictive interventions, including reasonable force, restraint and seclusion, are recognised as high-risk safeguarding events. All incidents must be managed with the same rigour as other safeguarding concerns. All interventions must respect the child's dignity, rights, and individual needs, and be informed by a trauma-aware approach.

Definitions

- **Restrictive Intervention:** Any act restricting a pupil's movement or liberty.
- **Reasonable Force:** Physical contact to prevent immediate harm, applying no more force than necessary.
- **Restraint:** Physical or non-physical restriction of movement.
- **Seclusion:** Confining a pupil alone in a space where they are not free to leave, permitted only as an immediate safety response. Where seclusion is used as an emergency response, the pupil must be continuously supervised and kept in a safe, suitable environment.

Removal/Isolation: A behaviour management consequence where pupils are supervised elsewhere but can leave.

Prevention and de-escalation

KCSIE places strong emphasis on preventative approaches. Staff must prioritise de-escalation and preventative strategies to reduce the need for restrictive interventions. All relevant staff must receive regular training in safe practice and de-escalation.

Safeguarding Requirements

Restrictive interventions must only be used as a last resort, be proportionate to the risk presented, and in line with lawful use of reasonable force. All restrictive interventions are safeguarding matters because of their potential to:

- Cause physical injury.

- Cause emotional or psychological harm.
- Indicate unmet needs or lack of appropriate adjustments.
- Disproportionately affect pupils with SEND.

Prohibited Practices

The school bans:

- Techniques restricting breathing or circulation.
- Any pressure to the neck, thorax, abdomen, mouth, or nose.
- Prone or supine floor holds.
- Pain-inducing techniques.
- Seclusion as punishment.

Use of force can trigger safeguarding allegations against staff. Any use of restrictive intervention that results in injury, distress, or concern about staff conduct must be treated as a safeguarding allegation and managed in line with allegations procedures.

Statutory Recording and Reporting

Every significant use of force, restraint or seclusion must be:

- Reported to the DSL immediately.
- Recorded formally the same day.
- Reported to parents in writing the same day.
- Analysed by the DSL and senior leadership team.

Risk assessments must be regularly reviewed and updated following each incident and as new information emerges.

The DSL must track:

- Frequency.
- Patterns.
- SEND, ethnicity and other disproportionality concerns.
- Emerging safeguarding risks.

SEND and Vulnerable Pupils

Restrictive interventions must take full account of pupils' SEND and vulnerabilities. Only staff who are appropriately trained should use restrictive interventions. The DSL, SENCO and Behaviour Lead will jointly review all incidents involving SEND pupils.

Multi-Agency Working

Where restrictive interventions become frequent, escalate, or indicate unmet needs, the DSL must:

- Initiate Early Help/Family Help, or escalate to Children's Social Care.
- Convene multi-agency meetings.
- Review behaviour plans, risk assessments, and provision.

Post-Incident Safeguarding Actions

Following any incident:

- The pupil's voice must be captured.
- Medical checks offered.
- Emotional wellbeing reviewed.
- Parents engaged.
- Risk assessments updated.
- Staff supported as appropriate.

Governance Oversight

Governing bodies and the Trust Board must review:

- Incident data.
- Patterns and disproportionality.
- Policy compliance.
- Training completion.

26. Child protection procedures

Recognising abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2026 refers to four categories of abuse. These are set out in Appendix One along with indicators of abuse and neglect.

Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- In an emergency, take the action necessary to help the child; if necessary, call 999.
- Complete a record of concern form and report your concern to the DSL as soon as possible.
- Share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family.

If you are concerned about a pupil's welfare

Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

If the pupil does reveal that they are being harmed, staff should follow the advice below.

Staff are 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. Children may feel embarrassed, humiliated, or are being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- Remain calm and not overreact.
- Allow them to speak freely.
- Not be afraid of silences.
- Not ask investigative questions.
- Give reassuring nods or words of comfort: 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Not automatically offer physical touch as comfort.
- Let the pupil know that in order to help them, they must pass the information on to the DSL.
- Tell the pupil what will happen next and give them an opportunity to ask questions about what will happen next.
- Complete the **concern form** and pass it to the DSL as soon as possible.
- Report verbally to the DSL even if the child has promised to do it by themselves.
- Let the pupil know when they can expect to be updated or receive more information, emphasising that the pupil can talk to them or the DSL at any time.

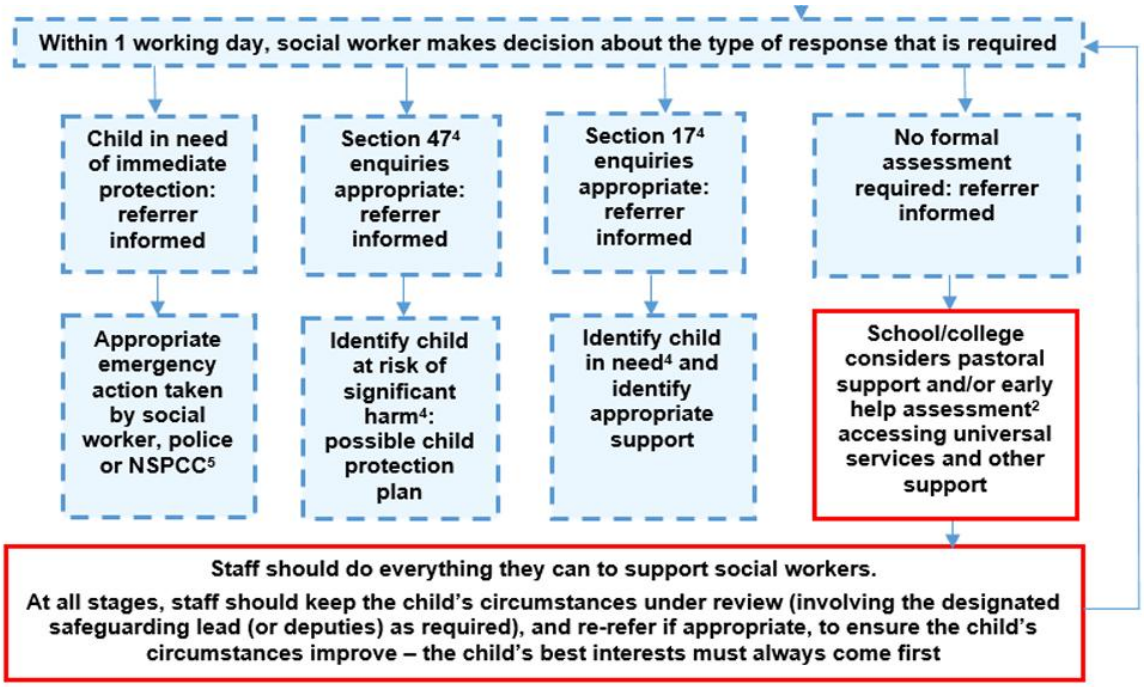
Notifying parents

In general, the school will normally seek to discuss any safeguarding or child protection concerns about a pupil with their parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

27. Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

When invited, the DSL will participate in a Multi-Agency strategy meeting, adding school-held data and relevant information to the discussion so that the best interests of the young person are met. If the school is unable to attend, a written report will be sent to the relevant agency, at least 24 hours prior to the meeting.



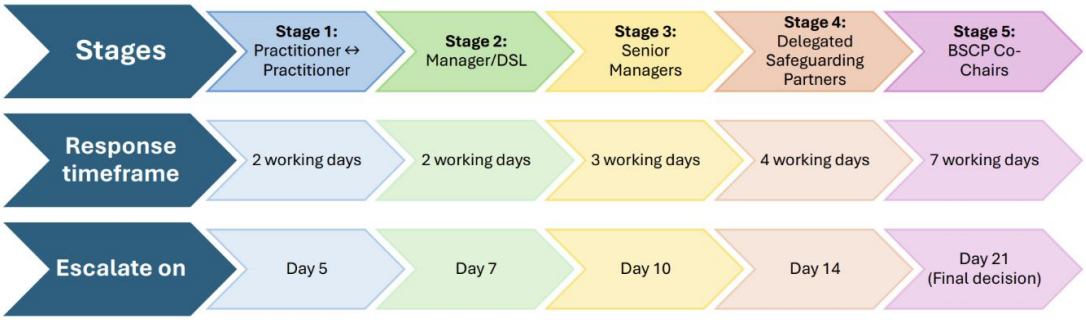
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority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

28. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the designated safeguarding lead, the deputies, the headteacher or the chair of governors are not available, and a referral is required immediately.

If DSLs have a concern with regard to the response from these services, they can follow the escalation process: Local Guidance.

Escalation Protocol – Timeline Overview



29. Confidentiality and sharing information

Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the designated safeguarding lead, headteacher, or chair of governors.

Sharing information

- The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent and will record the reason for deciding to do so.
- Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so, and the information to be shared is relevant, adequate, and accurate.
- Information sharing decisions will be recorded, whether or not the decision is taken to share.
- The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

Storing information

- Child protection information will be stored separately from the pupil's school file, and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our retention and destruction policy.
- Our confidentiality and information sharing policy and our retention and destruction policy are available to parents and pupils on request.

30. Special circumstances

Looked after children

- The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who have a social worker

- Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's welfare.

Work experience

- Schools organising work experience placements will ensure that the placement provider has policies and procedures in place to protect children from harm.
- Children's barred list checks via the DBS might be required for individuals who supervise a child under the age of 16 on a work experience placement. The relevant considerations when deciding if a DBS check would be appropriate are whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:
    - Unsupervised themselves, and
    - Providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).
- If the person working with the child is both unsupervised and the same person is in frequent contact with the child, this is likely to be regulated activity. In this instance, the school could ask the placement provider to ensure that the person providing the instruction or training is not a barred person.
- Schools cannot request that a work experience provider obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17

on work experience. Activity undertaken by a person aged 16 plus on work experience which takes place in a 'specified place', such as a school or sixth form college, and gives the opportunity for contact with children, may itself be regulated activity relating to children. In these cases, the work experience provider, e.g. school, should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16.

Children staying with host families

- The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in Keeping Children Safe in Education 2026 to ensure hosting arrangements are as safe as possible.
- Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad, we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our designated safeguarding lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur or a situation arise that makes them feel uncomfortable. We will also make parents aware of these arrangements.
- Some overseas pupils may reside with host families during school terms, and we will work with the local authority to check that such arrangements are safe and suitable.

Private fostering arrangements

- A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled.
- There is a mandatory duty on school to inform Birmingham Children's Trust of a private fostering arrangement: this is done by contacting CASS (0121 303 1888). They then have a duty to check that the young person is being properly cared for and that the arrangement is suitable and safe.

Comprehensive guidance on private fostering can be found here: **Private fostering: local authorities.**

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL, and the school will notify the local authority of the circumstances.

QUALITY ASSURANCE

As a school we are committed to quality assuring our work. 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.

This Quality Assurance Framework is aimed at:

- Ensuring that data and quality assurance outputs are regularly reviewed through Section 175 audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies, and guidance.

We will therefore complete the s175 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better. We will contribute quality data to inform multi-agency audits and practice reviews.

We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Case Reviews.

Appendix One: Definitions and indicators of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and neglect and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff are also aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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, including where they see, hear or experience its effects. 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. Children may also cause harm to other family members, often referred to as child-to-parent or caregiver abuse.

1 Physical abuse

Physical abuse is 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.

1.1 Indicators of physical abuse

The following may be indicators of physical abuse:

- Bruises, bleeding, burns, bites, fractures or other injuries.
- Showing signs of pain or discomfort.
- Keeping arms and legs covered, even in warm weather.
- Being concerned about changing for PE or swimming.
- An injury that is not consistent with the account given.
- Symptoms of drug or alcohol intoxication or poisoning.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others, including bullying.

- Isolation from peers.

2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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.

2.1 Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Inappropriate emotional responses, fantasies.
- Self-harm.
- Drug or solvent abuse.
- Running away.
- Appetite disorders: anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

3 Sexual abuse

Sexual abuse involves forcing causing or inciting a child or young person to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. Children are more likely than not to know the person who sexually abuses them. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children under 13 cannot legally consent to sexual activity.

3.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Aggressive behaviour including sexual harassment or molestation.
- Reluctance to undress for PE or swimming.
- Anal or vaginal discharge, soreness, or scratching.
- Bruises or scratches in the genital area.
- Reluctance to go home.
- Refusal to communicate.
- Depression or withdrawal.
- Isolation from peer group.
- Eating disorders, for example anorexia nervosa and bulimia.
- Self-harm.
- Substance abuse.
- Acquiring gifts such as money or a mobile phone from new ‘friends’.

4 Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, 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.

4.1 Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food.
- Frequent tiredness.
- Frequently dirty or unkempt.
- Poor attendance or often late.
- Poor concentration.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones or to develop intellectually or socially.
- Responsibility for activity that is not age-appropriate such as cooking, ironing, caring for siblings.
- The child is left at home alone or with inappropriate carers.

5 Responses from Parents/Carers

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

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

- Evidence of coercion and control.

Links to the Additional Information About Safeguarding Issues and Forms of Abuse

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

Issue	Guidance
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional- safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional- safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional- safeguarding-guidance/neglect Children who abuse others | West Midlands Safeguarding Children Group
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional- safeguarding-guidance/bullying#
Children and the Courts	https://www.gov.uk/government/publications/young- witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young- witness-booklet-for-12-to-17-year-olds Child arrangements information tool
Cybercrime	Cyber Choices NPCC - when to call the police National Cyber Security Centre
Missing from education, home or care	http://westmidlands.procedures.org.uk/pkpls/regional- safeguarding-guidance/children-missing-from-care- home-and-education http://westmidlands.procedures.org.uk/pkotx/regional- safeguarding-guidance/children-missing-education-cme
Family members in prison	https://www.nicco.org.uk/

• Drugs	• http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html • http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse- substances
• Domestic Abuse	• http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse • Operation Encompass • Online National Key Adult Training: Operation Encompass • NSPCC - UK domestic abuse signs, symptoms and effects • Refuge - what is domestic violence • Safe Young Lives • Domestic abuse: specialist sources of support • Controlling or coercive behaviour
• Child Exploitation	• http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation • http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children • Birmingham Criminal Exploitation & Gang Affiliation • Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018 • Modern slavery statutory guidance • Modern slavery training: resource page • Modern slavery: how to identify and support victims • Child sexual exploitation guide for practitioners • Child exploitation disruption toolkit • County Lines Toolkit for Professionals

• Homelessness	• https://www.gov.uk/government/publications/homelessn ess-reduction-bill-policy-factsheets
• Health & Wellbeing	• http://westmidlands.procedures.org.uk/pkpht/regional- safeguarding-guidance/self-harm-and-suicidal- behaviour • https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018
• Online	• https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 • http://policeandschools.org.uk/onewebmedia/Searching • %20Screening%20&%20Confiscation%20Jan%202018.pdf • Online safety: Children exposed to abuse through digital media | West Midlands Safeguarding Children Group • Teaching online safety in school • Plan technology for your school - GOV.UK • Filtering and monitoring standards for schools and colleges • Childnet.com parent-and-carer-toolkit • https://www.lucyfaithfull.org.uk/ • https://www.ceopeducation.co.uk/ • https://www.mariecollinsfoundation.org.uk/ • Financially motivated sexual extortion (FMSE) • A Safeguarding First Approach to adopting Gen-AI in schools
• Private Fostering	• https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals
• Radicalisation	• http://westmidlands.procedures.org.uk/pkpzt/regional- safeguarding-guidance/safeguarding-children-and- young-people-against-radicalisation-and-violent- extremism • Managing-risk-of-radicalisation-in-your-education-setting • https://www.gov.uk/guidance/making-a-referral-to-prevent • http://www.elearning.prevent.homeoffice.gov.uk/

	• https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals • https://educateagainsthate.com/ • https://prevent.lgfl.net/
• Violence	• http://westmidlands.procedures.org.uk/pkplh/regi onal- safeguarding-guidance/sexually-active-childrenand- young-people-including-under-age-sexualactivity • https://www.birmingham.gov.uk/downloads/file/14264//res ponding_to_hsb_-_school_guidance • https://www.birmingham.gov.uk/downloads/file/9504/c hi ldren_who_pose_a_risk_to_children • https://policeandschools.org.uk/KNOWLEDGE%20BASE/ condary_menu.html • http://westmidlands.procedures.org.uk/pkpzs/regional- safeguarding-guidance/children-affected-by-gang- activity-and-youth-violence • https://www.gov.uk/government/policies/violence- against-women-and-girls • Tackling-violence-against-women-and-girls-strategy • https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence • Serious-violence-strategy

All other related policies can be found:

King Edward VI Camp Hill School for Girls - Policies