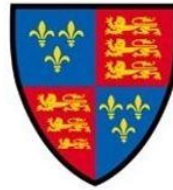




**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

*Educational excellence for our City*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

<b>Safeguarding and Child Protection Policy</b>	
<b>Responsible Board/ Committee</b>	Academy Trust Foundation Trust
<b>Policy Type</b>	Hybrid Policy
<b>Policy Owner</b>	Education Team and Foundation Safeguarding Lead
<b>Statutory</b>	Yes
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<b>Version</b>	5.1

<b>School</b>	King Edward VI Camp Hill School for Girls
<b>School Policy Owner</b>	Lyndsey Maginnis
<b>ISGB/SGB Approval Date</b>	September 2023

Please note that this and all other safeguarding and pastoral policies have been created with stakeholders in mind. Policies are compliant with our legal and statutory guidance and adhere to best practice; however, they are laid out in a way that is accessible to those for whom the policies are intended: school staff and governors; students and parents. Please click on the headings/links in the contents table below/throughout the documents to take you to the section(s) you require.

## **Contents**

1. Introduction	3
2. Aims and Values	6
3. Statement of Principles	7
4. Strategies to safeguard the school community.	8
5. The use of reasonable force	9
6. Child-on-child abuse	9
Expectations	10
7. A Safer School Culture	11
8. Induction and Staff Support	12
9. The Foundation's Role in the Prevention of Abuse	12
10. Roles, Responsibilities, Procedures and Advice if you have concerns:	13
11. Flow chart for raising safeguarding concerns about a child.	18
12. Quality Assurance	20
13. Further Information	20
Information for children and families: Charity Contact Details and Helplines - advice and support for parents/carers and students.	20

## 1. Introduction

### 1.1. Purpose

The purpose of this policy is to set out a framework outlining the King Edward VI Foundation and Academy Trust's approach to safeguarding and child protection.

### 1.2. Definitions

1.2.1. 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'.)

1.2.2. King Edward VI Camp Hill School for Girls (KECHG) has 1114 students on roll (749 in Years 7 – 11 and 365 in Sixth Form) with approximately 25% Pupil Premium (PP) (18.3% Free School Meals (FSM)). Approximately 18.5% of students have English as an additional language (EAL) compared with 20.2% nationally (DfE, June 2023). 90% of students are from ethnic minority backgrounds, compared with 35.4% nationally in secondary schools (DfE, June 2023). The school location deprivation indicator is in quintile 5 (most deprived) of all school; the base for students is quintile 3 (average deprivation) or all schools, in terms of deprivation (IDSR, June 2023).

### 1.3. Commitment

The Foundation is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect.
- All children/young people have the right to experience their optimum mental and physical health.
- That every child has the right to an education and children/young people need to be safe and to feel safe in school.
- Children/young people need support that matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to express their views, feelings and wishes and voice their values and beliefs.
- All children/young people should be encouraged to respect each other's values and support each other.
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally.
- By having clear systems and processes in place, identification of needs including poor mental health, will be identified early.

- Schools must contribute to the prevention of abuse (including sexual violence and harassment see policy for further details); risk/involvement in serious violent crime; victimisation; bullying (including identity-based bullying, race and faith targeted bullying, homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.4. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.

1.5. KECHG will follow Keeping Children Safe in Education 2023 in reference to:

- Safeguarding information for all staff.
- What school and college staff should know and do.
- A child centred and coordinated approach to safeguarding.

1.6. This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which ensures that students:

- are treated with respect and dignity.
- are taught to treat each other with respect.
- feel safe.
- have a voice and are listened to, ensuring that our approach to safeguarding is child-centred, always considering the best interests of the child.

1.7. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children, and their families has a role to play to fulfil this responsibility effectively, including identifying concerns, sharing information and taking prompt action.

1.8. The Foundation will fulfil its local and national responsibilities as laid out in the following documents:

- [The Education and Inspections Act 2006 \(Sections 89, 90 and 91\)](#)
- [Education Act 2011](#)
- [Children Act 1989](#)
- [Equality and Human Rights Commission: Protected Characteristics \(2020\)](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014 \(Part 3\)](#)
- [The most recent version of Working Together to Safeguard Children \(DfE\) July 2018](#)
- [Protection from Harassment Act 1997](#)

- [West Midlands Safeguarding Children Procedures](#)
- [The Education Act 2002](#)
- [Sexting in Schools & Colleges – responding to incidents and safeguarding young people \(UKCCIS\) 2016](#)
- [General Data Protection Legislation \(2018\)](#)
- [Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.](#)
- [GDPR Regulation](#)
- [Mental Health & Behaviour in Schools](#)
- [Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance \(2018\)](#)
- [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#)
- [Bullying in England April 2013 to March 2018, November 2018. Department for Education \(DfE\)](#)
- [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#)
- [Right Help, Right Time - Birmingham Safeguarding Children Partnership \(lscpbirmingham.org.uk\)](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation,](#)
- [Protecting Children from Radicalisation: The Prevent Duty, 2015](#)
- [Birmingham RSE Primary Offer](#)
- [Sharing nudes and semi-nudes | NSPCC](#)
- [Voyeurism Offences Act 2019](#)
- [DfE statutory guidance on Children Missing Education](#)
- [Working together to improve school attendance](#)
- [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Filtering and monitoring standards for schools](#)
- [Cyber security standards for schools](#)
- [Teachers' standards - GOV.UK \(www.gov.uk\)](#)
- [Cyber security training for school staff - NCSC.GOV.UK \(training\)](#)
- [Supporting students with medical conditions](#)
- [Council for disabled children - support services network](#)
- [Forced marriage resource pack](#)

1.9. In our school, the following people will take the lead in these areas:

- Our Designated Safeguarding Lead (DSL) is: Lyndsey Maginnis
- Our Deputy Designated Safeguarding Leads (DDSL) are: Jayne Neal, Chris Revitt, Ben Hardy, Helen Kinnaird, Anna Bennett, Lisa Chadwick, Clare Strong, Vicky Ridley, Jane Parker-Hall
- Our Designated Teacher for Looked After Children is: Lyndsey Maginnis
- Our Data Protection Officer is Tim Hasker, [tim.hasker@kevibham.org](mailto:tim.hasker@kevibham.org)
- Our Data Protection Lead is: Janet Rose
- Our Equality, Diversity and Inclusion Lead is: Ian Shaw
- Our Senior Mental Health Lead is: Lyndsey Maginnis
- Our Single Point of Contact for Prevent is: Lyndsey Maginnis
- Our Operation Encompass Key Adult is: Lyndsey Maginnis
- Our Special Educational Needs and Disabilities Coordinator (SENDCO) is: Lyndsey Orr
- Our Lead First Aider is: Clair Gardner

- Our Health and Safety Representative is: Kristin Bunting
- Our Safeguarding Link Governor is: Fazle Kinkhabwala

## 2. Aims and Values

2.1. KECHG will endeavour to provide an environment where every student can feel:

- safe.
- healthy.
- able to enjoy and achieve.
- able to contribute to future economic well-being; and
- able to make a positive contribution.

2.2. This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

- Adopting a Whole School Approach to safeguarding.
- Ensuring that safeguarding and child protection underpin all relevant aspects of process and policy development in school.
- Clarifying standards of behaviour for staff and pupils.
- Contributing to the establishment of a safe, resilient, and robust ethos in the school, built on mutual respect and shared values.
- Introducing age-appropriate work within the curriculum, including online safety, child-on-child abuse, sexual harassment, and extra familial harm.
- Encouraging pupils and parents to engage with the early help offer from school and external services to support additional needs, including attendance, punctuality, and behaviours of concern.
- Alerting staff to the signs and indicators that all may not be well.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their pupils face.
- Recognising risk and supporting online safety for pupils, including in the home.
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to multiple harms including physical, sexual, and emotional abuse, neglect, violence, extremism, exploitation, discrimination, or victimisation.

2.3. This means in KECHG we will contribute to supporting our pupils by:

- Identifying and protecting all pupils, especially those identified as vulnerable.
- Identifying individual needs as early as possible; gaining the voice and lived experience of vulnerable pupils and designing plans to address those needs; and
- Working in partnership with pupils, parents/guardians/carers, and other agencies.

2.4. The Keeping Children Safe in Education Guidance requires that additional information about child-on-child abuse should be included in schools' child protection policies. Our School has specific policies (Behaviour, Anti-Bullying, SVSH) which relate to child-on-child abuse available

on our website via this [link](#). The school's values, ethos and policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

- 2.5. This Safeguarding and Child Protection Policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings. Our School Governing Body (SGB) will ensure that any commissioned agency will reflect the values, philosophy, and standards of our school. We will also seek assurances that any agency or provider has the appropriate safeguarding provisions in place and consult with the school where appropriate. This is reflected in our Hiring and Lettings Policy (via this [link](#)). Appropriate risk assessments will be completed, and ongoing monitoring will be undertaken.

### 3. Statement of Principles

- 3.1. These are the eight guiding principles of safeguarding, as stated by the Birmingham Safeguarding Children Partnership.

- Provide effective help and support as early as possible.
- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest, and transparent with families in our approach.
- Empower families by collaborating with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

- 3.2. This means that in KECHG:

- Every child is entitled to a rich and rounded curriculum.
- All staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership<sup>1</sup> (BSCP) in [Right Help, Right Time - Birmingham Safeguarding Children Partnership \(lscpbirmingham.org.uk\)](#), and procedures for [Early Help](#).
- All staff will be enabled to listen and understand the lived experience of children by facilitating solution focused conversations appropriate to the child's preferred communication style.
- It also means that where early help is appropriate, the Designated Safeguarding Lead (DSL)/Deputy (DDSL) will consult with other agencies and complete an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- Early help cases will be kept under constant review, and if the child's situation does not improve/is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.
- When issues arise, the Headteacher will speak out, addressing them internally where possible and escalating when this is unsuccessful.
- Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of school life such as safeguarding.

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<sup>1</sup> Birmingham Safeguarding Children Partnership works with Birmingham Children's Trust and Birmingham City Council to protect the city's most vulnerable children.

#### 4. Strategies to safeguard the school community.

4.1. KECHG has adopted a range of strategies to safeguard and support the whole school community, including:

- the consistent promotion of the Foundation's code of conduct which requires all members to respect the rights of others.
- the consistent promotion of the school's code of behaviour which requires all members to respect the rights of others;
- all staff receiving training on child-on-child abuse (see below) understanding their roles and responsibility in relation to online safety;
- tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and protected characteristics including: adopting a 'whole school approach' to tackling sexism; challenging homophobic language, 'banter' and racist language; and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way;
- staff being made aware of our school's unauthorised absence and children missing from education procedures, adapting attendance monitoring on an individual basis to ensure the safety of each young person at our school;
- holding two or more emergency contact numbers for each student;
- being alert to indicators of vulnerability to radicalisation and following the guidance on safeguarding students who are vulnerable to radicalisation;
- providing opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being;
- developing policies which address issues of power and potential harm to ensure a whole school approach;
- using screening software to monitor offensive and inappropriate language and behaviour used in all documents, emails and websites and taking immediate action to investigate further;
- carrying out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face;
- teaching students to self-regulate their behaviour and encourage them to self-reflect following inappropriate behaviour;
- having effective recording systems including My Concern, Smoothwall and SIMS;
- having a clear policy of mobile phones not permitted to be in use during school hours (kept in lockers throughout the school day) for Main School and not used outside of the Sixth Form block (for Sixth form students) unless directed to do so by a classroom teacher as a teaching and learning tool;
- staff modelling appropriate moral conduct and expecting students to develop an understanding of inappropriate behaviour because it is not the right thing to do, rather than just because they are told not to do;
- training Wellbeing Prefects and Form Prefects in school so students can speak to their peers and seek advice;
- celebrating staff and student's backgrounds, faiths and cultures through assemblies, form time and the curriculum;
- working with multi-agency teams including police and children's services as appropriate;
- recognising the particular vulnerability of children being supported by external services;
- sharing information on a regular basis and building relationships with families.



## 5. The use of reasonable force

5.1. There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

5.1.1. We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect pupils.

5.1.2. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. (Government advice for '[Use of Reasonable Force in Schools](#)' is available [here](#).)

5.1.3. When using reasonable force in response to risks presented by incidents involving young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

5.1.4. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances, for example:

- removing a pupil from an area in school if they are causing a disruption.
- preventing a pupil from leaving a room to keep them safe.
- preventing a pupil leaving a room to prevent them attacking another pupil; or
- restraining them to prevent them from harming themselves.

5.1.5. By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force is reduced. Therefore, we will write [Individual Behaviour Plans](#) for our more vulnerable young people and agree them with parents/guardians/carers.

## 6. Child-on-child abuse

6.1. We fully understand that even if there are no reports of child-on-child abuse in school it may be happening. As such all our staff and young people are supported to:

- be alert to child-on-child abuse (including sexual harassment);
- understand how the school views and responds to child-on-child abuse.
- stay safe and be confident that reports of such abuse will be taken seriously.

6.2. It is essential that all staff understand the importance of challenging behaviours of concern between children that are abusive in nature.

6.2.1. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.3. We will follow both national and local guidance and policies to support any young person subject to child-on-child abuse. This will include

- following the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- recognising that “child on child abuse” can occur between and across different age range.
- utilising the [Children who pose a Risk to Children School Safety Plan](#) produced by the local authority.
- when assessing and responding to harmful sexualised behaviour, the Designated Safeguarding Lead (DSL) and Pastoral Team will follow the local good practice guide [“Responding to Sexual Behaviour in Children and Young People”](#) to enable provision of effective support to any young person affected by this type of abuse; our SVSH policy can be found requested from the Main reception in school.

### **Expectations**

6.4. All staff, governors, trustees, volunteers, and visitors will:

- Be familiar with this Safeguarding and Child Protection Policy.
- Understand their role in relation to safeguarding.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- All Governors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency ‘Barred list’ (so-called ‘section 128’ check).
- Be aware of and alert to [definitions and indicators of abuse](#).
- Record concerns on MyConcern and alert the DSL or deputy DSL.
- Deal with disclosure of abuse from a child in line with the guidance in [Dealing with a Disclosure of Abuse](#) - you must inform the DSL immediately and provide a written log on MyConcern as soon as possible.

6.5. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

6.6. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and

speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

- 6.7. All staff will receive annual Safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

## **7. A Safer School Culture**

### **7.1. Safer Recruitment and Selection.**

7.1.1. KECHG pays full regard to 'Keeping Children Safe in Education September 2023'. Safer Recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; checking right to work in the UK including EU nationals; and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. All documents used to verify the successful candidate's identity and other correspondence paperwork will be kept in line with our data protection retention policy.

7.1.2. KECHG will only accept a copy of a curriculum vitae alongside a completed application form. A curriculum vitae on its own will not be accepted as it does not provide adequate or comparable candidate information.

7.1.3. As part of the shortlisting process the Foundation will conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. The Foundation will inform shortlisted candidates that online searches will be done as part of due diligence checks.

7.1.4. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the well-being of pupils and adhere to KCSiE Part Three: Safer Recruitment guidance.

7.1.5. The following school staff have undertaken Safer Recruitment training:

- DSL – Lyndsey Maginnis
- Headteacher – Karen Stevens
- Senior Leadership Team: Jayne Neal, Janet Rose, Zoe Tromans
- PA to the Headteacher: Amber Ashraf

7.1.6. The following members of the governing body have also been trained:

- Chair: Julie Swann
- Safeguarding Governor: Fazle Kinkhabwala

7.1.7. At least one of these will be involved in all staff recruitment processes and sit on the recruitment panel.

## **8. Induction and Staff Support**

8.1. All staff must be aware of the systems within their school which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- The Safeguarding and Child Protection policy.
- The behaviour policy.
- The Foundation Code of Conduct.
- Responsibilities in relation to filtering and monitoring.
- Attendance and the safeguarding response to children who go missing from education.
- The role of the DSL (including the identity of the DSL and any deputies).

8.2. Trainee teachers and newly qualified teachers can access an [Online Safety Audit Tool](#) to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach.

8.3. Copies of policies and a copy of Part 1 of the KSCIE-2023 document should be provided to staff at induction and on the first day of the new academic year. Evidence needs to be logged to show that each staff member has read and understood the document and posed questions/clarified misunderstanding with the DSL by the end of the second week of term.

8.4. The Foundation recognises the stressful and traumatic nature of safeguarding and child protection work and will therefore support staff by providing an opportunity for them to talk through their anxieties with colleagues or external services as requested, to be supported or signposted to services as appropriate.

8.5. The Foundation will support regular supervision for the Lead DSL, deputy DSLs and any other front-line staff.

## **9. The Foundation's Role in the Prevention of Abuse**

9.1. The Foundation will promote opportunities for pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.

9.2. Opportunities to teach safeguarding through the curriculum.

9.2.1. Schools play a crucial role in preparing pupils for life in modern Britain and creates a culture of zero tolerance of child-on-child abuse including identity-based bullying, racism, faith-based discrimination, sexism, misogyny/misandry, sexual orientation bullying and sexual violence/harassment.

9.2.2. The Schools in the Foundation have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life. These are underpinned by school behaviour policies and pastoral support systems, as well as by a planned programme of

evidence based PSHCE/RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

9.2.3. The PSHCE/RSE program is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

9.2.4. The PSHCE program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships.
- boundaries and consent.
- stereotyping, prejudice, and equality.
- body confidence and self-esteem.
- 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, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support; and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- Policies for PSHE/RSE can be found [here](#).

9.2.5. Pupils will also be taught about a breadth of online safety issues categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

9.2.6. The Foundation Online Safety Policy ([here](#)) covers this in more detail.

## 10. Roles, Responsibilities, Procedures and Advice if you have concerns:

10.1. School staff role in support children.

- 10.1.1. School staff will offer appropriate support to all pupils, with targeted support for individual pupils who are/have been at risk of harm, including, but not exclusively, those that have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation. Our school's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.
- 10.1.2. A Family Plan will be devised, implemented, and reviewed regularly for children receiving intervention. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 10.1.3. Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within KECHG we will ensure that the needs of children who abuse others will be considered separately from the needs of their victims.
- 10.1.4. We will ensure KECHG works in partnership with parents/guardians/carers and other agencies as appropriate and responds appropriately to any [allegations against a member of staff](#), this link provides information on how to deal with allegations and concerns in relation to staff, trustees, governors, and volunteers including contact details for LADO. More information can be found in the Foundation's Managing Allegations and Low-Level Concerns Policy.
- 10.1.5. If we receive an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.
- 10.1.6. More information on the following areas can be found in the [Information for Staff](#) document:
- Safer School Culture.
  - Children with additional needs.
  - Child-on-child abuse.
  - Roles and Responsibilities, including DSL, DDSL and the designated teacher for looked after children.
  - Mental health.
  - Students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage).
  - Children missing education.
  - Early Help Response.
  - DSL Support.
  - Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.
  - Promoting the educational outcomes of children with a social worker.

## 10.2. Involving Parents/Guardians/Carers

10.2.1. In general, we will discuss any safeguarding or child protection concerns with parents/guardians/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/guardians/carers after consultation with the DSL. However, there may be occasions when the school will contact another school or agency before informing parents/guardians/carers because it considers that contacting them may increase the risk of significant harm to the child.

10.2.2. Parents/guardians/carers will be informed about our Safeguarding & Child Protection Policy through our website.

## 10.3. Working in partnership with parents/guardians/carers and external agencies.

10.3.1. Schools in the Foundation work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding social worker or family support worker, concerns around escalation of risks will be reported immediately to the social/family support worker, or in their absence, to their team manager.

10.3.2. When invited, the DSL will participate in a Multi-Agency Safeguarding Hub<sup>2</sup> (MASH) strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the young person are met.

10.3.3. KECHG will cooperate with any child protection enquiries conducted by Birmingham Children's Trust, ensuring representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

10.3.4. We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting.

10.3.5. Where a pupil is subject to an inter-agency Child Protection Plan or a Team Around the Child/Family (TAC/TAF) meeting, the school will contribute to the preparation, implementation, and review of the plan as appropriate.

## 10.4. Children in specific circumstances: Private Fostering.

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<sup>2</sup> Birmingham Multi-Agency Safeguarding Hub is a fully integrated multi-agency team which involves key safeguarding agencies including professionals from social care, police, health, and education.

10.4.1. Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement of Birmingham Children's Trust) for the care and accommodation of a child under the age of 16 (under 18, if disabled) by someone other than a parent, a person with parental responsibility for them or a relative in their own home. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

10.4.2. There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

#### 10.5. The Governing Body.

10.5.1. The Governing Body is the accountable body and must ensure that they comply with their duties under legislation and attend appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

10.5.2. The Governing Body should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

10.5.3. In the context of safeguarding, the Governing Body should carefully consider how they are supporting their pupils regarding protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

10.5.4. All governors must have read Part 1 and Part 2 of Keeping Children Safe in Education and confirm that they have understood their roles and responsibilities, including their role in the management of safeguarding, with the Clerk.

10.5.5. Governors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in school policies and procedures. The Governing Body should also be prepared to supply information as requested by the three safeguarding partners.

10.5.6. Governing Bodies should ensure that there are appropriate policies and procedures in place and review these annually for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Governing Body)/
- All staff undertake safeguarding training on an annual basis.



- Staff with specific applicable roles receive additional training as necessary within a 2-year framework and a training record maintained.
- The Governing Body will ensure that at least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed.
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The Foundation provides the Governing body with a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers, or governors that complies with all Birmingham Safeguarding Children Partnership procedures.
- The Governing Body will ensure that the Foundation and our schools have the appropriate procedures in place to identify and assign roles and responsibilities to manage filtering and monitoring of devices and software. This provision should be reviewed annually with appropriate monitoring strategies in place to meet children's safeguarding needs.

10.5.7. The Chair of the Governing Body, Julie Swann, [Julie.swann@kevibham.org](mailto:Julie.swann@kevibham.org) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Headteacher.

10.5.8. Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

10.5.9. Our nominated Governor for Safeguarding and Child Protection is Fazle Kinkhabwala, [fazle.kinkhabwala@kevibham.org](mailto:fazle.kinkhabwala@kevibham.org), who will receive safeguarding training

relevant to the governance role every 2 years. The Nominated Governor is responsible for liaising with the Headteacher and the DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students. The Nominated Governor will liaise with the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

**11. Flow chart for raising safeguarding concerns about a child.**

**Designated Safeguarding Leads:**

Ms L Maginnis  
Mrs J Neal  
Mr C Revitt  
Mr B Hardy  
Mrs H Kinnaird  
Mrs A Bennett  
Ms L Chadwick  
Mrs C Strong  
Ms V Ridley  
Mrs J Parker-Hall

**Headteacher:**

Ms K Stevens

**Link Governor:**

Mr F Kinkhabwala

**CONCERN ABOUT A CHILD:**

Speak to Designated Safeguarding Lead (DSL)  
Record on electronic recording system  
MyConcern

**DSL/Safeguarding Team Monitor**

MyConcern

**DSL(s) review concerns and decide next steps.  
Refer to Right Help Right Time (RHRT)**

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).

Decision made to monitor the concern.

Decision made to discuss the concern with the parents/carers.

Decision made to refer the concern to appropriate agencies, such as Social Care

Key staff asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale.

Once discussed with parents, DSL decides to monitor or refer to appropriate agencies such as Social Care

Designated Safeguarding Lead discusses decision with appropriate staff about referral to agency

Referral

At any point consider seeking advice:

Early Help Locality Teams

Children's Advice Support Service (CASS)  
0121 303 1888

In case of emergency phone police on 999

**REMEMBER TO KEEP MyConcern UPDATED THROUGHOUT**

## 12. Quality Assurance

12.1. 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 175/157 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.

12.2. We will therefore complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

12.3. The Birmingham Safeguarding Children Partnership (BSCP) has recommended that “in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted”.

12.4. 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.

12.5. Our DSL(s) will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework below, as well as lessons learned through supervision sessions:

1. How much did we do? (Numbers)
2. How well did we do it? (Whole school; file and themed audits, partner agency, pupil/parent feedback)
3. Are there opportunities to learn and improve? (Could Do Better Still;) reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)
4. Is anyone better off? (Impact)

## 13. Further Information

[Information for children and families: Charity Contact Details and Helplines](#) - advice and support for parents/carers and students.