



The Blue Coat School

SAFEGUARDING & CHILD PROTECTION POLICY

This Safeguarding and Child Protection Policy was devised by the Headmaster and the Head of Pre-Prep in consultation with colleagues in the school.

Date of Next Review: Michaelmas 2021

The Blue Coat School Birmingham Limited

SAFEGUARDING AND CHILD PROTECTION POLICY

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USEFUL TELEPHONE NUMBERS

Main Designated Safeguarding Lead (DSL) for The Blue Coat School: Mrs Helen Andrews (0121 410 6800) Other Deputy DSLs are listed in 1.7 and can be contacted on this number.

When making a referral, please check the permanent address of the person who has parental responsibility for the child(ren). The following numbers are for those children whose permanent address is within the Birmingham Local Authority.

BIRMINGHAM SAFEGUARDING CHILDREN PARTNERSHIP

PO Box 17340 Birmingham B2 2DR

0121 464 2612 www.lscbbirmingham.org.uk

MULTI-AGENCY SAFEGUARDING HUB (MASH) & CHILDREN'S ADVICE & SUPPORT SERVICE (CASS)

0121 303 1888

MASH@birmingham.gov.uk

EDUCATION EARLY HELP TEAM (DUTY LINE): 0121 303 8117

BIRMINGHAM EMERGENCY DUTY TEAM (Outside normal office hours)

0121 675 4806

LADO TEAM

0121 675 1669

Children may live in other local authority areas including:

DUDLEY SAFEGUARDING TEAM

Normal Office Hours: **0300 555 0050** (9 am – 5 pm)

Emergency Duty Team: **0300 555 8574**

SANDWELL

Access Service for Birmingham Children's Trust: 0121 569 3100 (Office hours and out of office hours)

SOLIHULL SAFEGUARDING TEAM

0121 788 4300 (Mon – Thurs: 8.45 am – 5.20 pm and Fri: 8.45 am – 4.30 pm)

Emergency Duty Team: **0121605 6060**

WALSALL CHILDREN'S SERVICES (Multi-Agency Screening Team)

0300 555 2866 Option 2 (Mon – Thurs: 8.45 am – 5.15 pm and Fri: 8.45 am – 4.45 pm)

Emergency Response Team: **0845 111 2922**

WORCESTERSHIRE CHILDREN'S SERVICES (Family Front Door)

01905 822666 (Mon – Thurs: 8.30 am – 5.00 pm and Fri: 8.30 am – 4.30 pm)

Emergency Duty Team: **01905 768020**

Local Authority details for children residing in any other Local Authority can be found via the relevant websites.

For concerns about extremism or potential radicalisation the contacts are as follows:

Birmingham LA 'Prevent' Lead Officer: 0121 303 7682

Non-emergency Police Number – 101

Non-emergency advice (DfE) – 020 7340 7264

Counter-extremism@education.gsi.gov.uk

CHILDREN'S HOSPITAL

Switchboard

0121 333 9999

NSPCC:

CHILDLINE:

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0808 800 5000

0800 1111

The Blue Coat School Birmingham Limited
Safeguarding and Child Protection Policy

PART I: SAFEGUARDING AND CHILD PROTECTION POLICY

I. INTRODUCTION

I.1

The safety and well-being of all the pupils at The Blue Coat School is of highest priority and safeguarding children is everyone's responsibility. All staff aim to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety and be supported in their emotional and social needs as well as in their educational needs. Staff expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should be encouraged to respect each other's values and care for and support each other. They have a right to be safe and to feel safe in school and should be protected from harm, abuse and neglect. They need support that matches their individual needs, including those who may have experienced abuse. Everyone should consider, at all times, what is in the best interests of the child and should maintain an attitude of 'It could happen here' where safeguarding is concerned. Everyone has a role to play in identifying concerns, sharing information and taking prompt action to ensure that children and families receive the right help at the right time. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

I.2

The Blue Coat School complies fully with government guidance and documentation as listed below and also with locally agreed inter-agency procedures approved by the Birmingham Safeguarding Children Partnership. Staff aim to create an environment in school in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. The Policy should be read in conjunction with the current editions of the following government documentation and with which the School has regard:

- *'Keeping Children Safe in Education' (KCSIE) September 2020 (with January 2021 post EU Exit update);*
- *Non-statutory interim supplements to KCSIE: coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020) and any updates and Safeguarding and remote education during coronavirus (COVID-19) and any updates*
- *'What to do if you are worried a child is being abused' March 2015;*
- *'Working together to Safeguard Children' July 2018;*
- *'Information Sharing: Advice for practitioners providing safeguarding services to young people, parents and carers' July 2018;*
- *'Disqualification under the Childcare Act 2006' September 2018;*
- *'Prevent Duty Guidance: for England and Wales' April 2019;*
- *'The Prevent duty: Departmental advice for schools and childcare providers' June 2015;*
- *'The use of social media for on-line radicalisation' July 2015;*
- *'Mental Health and Behaviour in Schools' November 2018;*
- *'Counselling in schools: a blue print for the future' February 2016;*
- *West Midlands Safeguarding Children Procedures;*
- *When to call the police (National Police Chief's Council);*
- *The Education Act 2002 s175;*
- *Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance 2018;*
- *'Teaching Online Safety in School' June 2019;*
- *'Multi-agency statutory guidance on female genital mutilation' July 2020; and*
- *UK Data Protection Act (2018) (UK GDPR).*

It should also be read in conjunction with the current edition of 'Sexting in Schools and Colleges' 2016 from the UK Council for Child Internet Safety (UKCCIS) which is a group of more than 200 organisations drawn from across government, industry, law, academia and charity sectors that work in partnership to help keep children safe online.

I.3

The Blue Coat School Safeguarding and Child Protection Policy applies to all children in the school including those in the Early Years Foundation Stage (Nursery and Reception).

I.4

The Blue Coat School Safeguarding and Child Protection Policy and the Staff Code of Conduct are available for parents on the school website and in Main Reception and the Pre-Prep Office. Both of these documents are reviewed at least annually.

1.5

A leaflet entitled 'Safeguarding, Advice for Staff, Volunteers and Visitors' is issued to staff and volunteers and is available in key locations including Main Reception, the Pre-Prep Office and the Houses. All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.6

This Policy should be read in conjunction with other policies as specified in Section 25. This includes the Staff Code of Conduct which is issued to all staff and volunteers annually and to new staff as part of the induction process. All staff are expected to sign this document and comply with its requirements.

1.7

Contact details for the Birmingham Safeguarding Children Partnership and for referrals and advice are set out at the start of this policy. Guidance can also be sought from any of the Designated Safeguarding Leads (DSL): Main DSL for the EYFS and for the rest of the school – Mrs Helen Andrews (Head of Pre-Prep) or any of the Deputy DSLs – Mr Robbie Newman (Head of Prep), Mrs Tracey Palmeri (Deputy Head Prep) and Mrs Helen West (Deputy Head Pre-Prep). (See Section 6.3 regarding the roles of the DSLs.)

2. PRINCIPLES & AIMS

2.1

Birmingham Safeguarding Children Partnership states that there seven guiding principles of safeguarding as follows:

- 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 working with them.
- Work in a way that builds on the families' **strengths**.
- Build **resilience** in families to overcome difficulties.

2.2

This Policy contributes to the protection and safeguarding of our pupils and promotes their welfare by:

- Clarifying the standards of behaviour for staff and pupils
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on equality, mutual respect and shared values
- Introducing appropriate work within the curriculum to ensure children are taught how to keep themselves safe, including online
- Encouraging children and parents to participate
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse and that there are often multiple issues which overlap each other
- Developing staff awareness of the risks and vulnerabilities their pupils face
- Addressing concerns at the earliest possible stage and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting Online Safety for children, including in the home.

2.3

The Blue Coat School aims to ensure that arrangements are in place for:

- All reasonable measures to be taken to minimise the risks of harm to children's welfare
- Referring a child who is known to be suffering significant harm, or who is likely to do so to children's social care and, if appropriate, to the police
- All appropriate actions to be taken to address concerns about the welfare of a child, or children, at the earliest possible stage, working to agreed local policies and procedures in full partnership with other local agencies and implementing individual education programmes, Early Help Assessments and support plans, children in need plans and inter-agency child protection plans where appropriate
- All persons working at The Blue Coat School to be familiar with this Policy and to understand their role in relation to safeguarding

- All staff to contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, all forms of bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.

2.4

Staff at The Blue Coat School recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff at the school will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need at the earliest opportunity.

2.5

In order to protect the children at The Blue Coat School staff aim to:

- Create an atmosphere where all the children will be listened to, and where they can feel secure and valued with the right to express their views, feelings and wishes and voice their own values and beliefs.
- Recognise early signs and symptoms of abuse and neglect and act upon these by keeping clear records and following the Birmingham Safeguarding Children Partnership guidance set out in 'Strategy for Early Help in Birmingham' and 'Right Help, Right Time' or making referrals.
- Contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours
- Ensure that allegations of child abuse or neglect are not ignored
- Respond quickly and effectively to cases of suspected abuse or neglect
- Monitor and support children at risk including the perpetrator(s) and victim(s) of pupil on pupil abuse (see also Appendix 2)
- Use the curriculum to raise the children's awareness, and build confidence and skills
- Work closely with parents/guardians/carers and support external agencies
- Work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm
- Ensure that all adults in regulated activity at The Blue Coat School who have access to children have been checked as to their suitability.

2.6

The Blue Coat School will support all children by:

- Encouraging self-esteem and teaching children to take care of themselves and to value themselves
- Promoting a caring, safe and positive environment within the school where children are encouraged to think in terms of making a positive contribution to society as adults
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying the Multi-Agency Safeguarding Hub (MASH) (Birmingham Local Authority children) or the equivalent in other Local Authorities via the approved mechanisms as soon as there is a concern requiring the support from the MASH
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information, and information that is within the scope of the provisions of the UK Data Protection Act, is forwarded under confidential cover to the child's new school.

2.7

All matters relating to safeguarding children are confidential. The Headmaster or DSLs will disclose information about a pupil to other members of staff on a need to know basis only.

3. DEFINITION

3.1

Keeping Children Safe in Education (2020) states that, '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. 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 another child or children.' More specific definitions and signs of abuse are set out in Appendix I.

3.2

Keeping Children Safe in Education (2020) states that, ‘Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ The threshold for dealing with an issue of pupil behaviour or bullying under the Safeguarding and Child Protection Policy is, subject to local specifics as in any other case: where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

4. SAFER EMPLOYMENT PRACTICES

4.1

The Blue Coat School follows the requirements of *Keeping Children Safe in Education* together with Government recommendations for the safer recruitment and employment of staff who work with children including new staff, supply staff, contractors and volunteers (including governors). At least one member of every selection panel will have successfully completed training in safer recruitment as defined by the Department for Education. All recruitment materials include references to the School’s commitment to safeguarding and promoting the wellbeing of pupils.

4.2

All members of the teaching and non-teaching staff at the school, including part-time, temporary and supply staff, and visiting staff, such as musicians and sports coaches who will be undertaking regulated activities are checked with the Disclosure and Barring Service (with an Enhanced check including barred list information) before starting work. A regulated activity is defined as an unsupervised activity such as teaching, training, instructing or caring for or supervising a child or children. Those who carry out paid or unsupervised unpaid work regularly in the school where that work provides an opportunity for contact with children are also considered to be undertaking regulated activities and they are also checked with the Disclosure and Barring Service. All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site are also vetted. Any contractor who is not engaged in regulated activity but who has an opportunity for regular contact with children will be checked with the Disclosure and Barring Service (with an Enhanced check not including barred list information) before starting work. The identity of contractors and their staff is checked on arrival at the school.

4.3

The Blue Coat School does not knowingly employ (or take on as a volunteer) someone who is barred from DBS regulated activities. The school will check that anyone employed as a teacher is not subject to a Prohibition Order issued by the Secretary of State using the free Employer Access Online Service. All governors and all staff appointed to management positions after 12 August 2015 are subject to a ‘Prohibition from management of independent schools’ directions’ (also known as ‘Section 128 directions’) check. This includes the appointment of governors, the headteacher, all staff on the Senior Leadership Team (including non-teaching staff), and teaching positions with departmental headship.

4.4

The school will promptly refer to the DBS anyone (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is a reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. This also applies if the individual is deployed to another area of work which is not regulated or if they are suspended. The school will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate. The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS can be found on GOV.UK. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation and that there is sufficient information to meet the referral duty criteria as set out in the DBS referral guidance. Where the school ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had

they not left first, the school will consider whether to refer the case to the Secretary of State as required by sections 141D and 141E of the Education Act 2002. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. Reports will contain as much evidence about the circumstances of the case as possible. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. The School has a legal duty to respond to requests from the DBS for information it holds already, but it does not have to find it from other sources.

4.5

All the teacher prohibition pre-appointment checks as detailed in Part 3 of the statutory guidance, 'Keeping Children Safe in Education' are carried out, including relevant checks for overseas teachers.

4.6

Policies and procedures for safeguarding children and for recruitment are reviewed by Governors annually. The Blue Coat School fully recognises its legal duties to respond to the DBS in respect of information already held. Pre-employment checks on prospective employees include: verification of identity, address, right to work in the UK, medical fitness for the role and qualifications; references; barred list check; satisfactory Enhanced DBS Disclosure and a satisfactory check against the DfE/TRA Prohibition Orders List (teaching staff). Further details about these checks and the school's recruitment practices are set out in the Recruitment Policy. The School does not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they are 'disqualified'. Prospective employees must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. Further details regarding disqualification are set out in 6.8 below.

4.7 Single Central Register

4.7.1

The Blue Coat School keeps a Single Central Register which covers all staff (including supply staff) who work at the school and all members of the governing body.

4.7.2

The information that is recorded in respect of staff members is whether the following checks have been carried out or certificates obtained and the date on which each check was completed, or certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a section 128 check for management positions
- further checks on people who have lived or worked outside the UK as set out in Keeping Children Safe in Education and Government guidelines on such checks
- a check of professional qualifications
- reference checks (professional and character)
- employment history checks
- medical fitness and
- a check to establish the person's right to work in the United Kingdom.

4.7.3

For supply staff, the Blue Coat School checks that written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant employment checks and obtained the appropriate certificates and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff. In accordance with the Independent Schools regulations, the DBS certificate of supply staff must be seen by a member of staff at The Blue Coat School together with their ID and the details recorded on the Single Central Register.

4.7.4

Checks on volunteers and resident family members are also made and recorded on the Single Central Register.

5. INDUCTION AND TRAINING

5.1

Training in safeguarding and child protection is an important part of the induction process and includes the provision of the key documents as set out below. All new members of staff, including part-time, temporary, visiting and contract staff working in School, receive basic safeguarding training that includes:

- The school's Safeguarding and Child Protection Policy and the identity and role of the DSL and deputy DSLs
- The responsibilities of staff under the Prevent duty (See also Section 21)
- The staff Code of Conduct including the whistleblowing procedures, acceptable use of ICT, staff/pupil relationships and communications including the use of social media
- The Behaviour Management and Exclusions Policy
- Children missing from education as set out in Section 15 below
- Online safety
- What is meant by abuse and how it can be identified (see Appendix 1)
- Their responsibilities in being alert to the types and signs of possible abuse and bullying
- Managing a report of child-on-child sexual violence and sexual harassment.
- The procedures for recording and referring any concerns to the DSL, the deputy DSLs or the Headmaster (see Part 2 and Appendix 3)
- What they should do if a child makes a disclosure (see Part 2 and Appendix 3 and Appendix 7)
- Safe working practices to protect staff from the possibility of a false allegation (see Appendix 5)
- Receiving and reading a copy of the current version of Part 1 and Annex A of *Keeping Children Safe in Education* (Annex A is for those who work directly with children)

Safeguarding and child protection training is also given to new Governors and volunteers.

5.2

As stipulated by Birmingham Safeguarding Children Partnership, all staff attend safeguarding and child protection refresher training at least annually. This includes Prevent awareness training and online safety training. All staff must read Part 1 and Annex A of *Keeping Children Safe in Education 2020* and any updates to this document as and when these are published. The DSL keeps a record that this has been done. The DSL and the deputy DSLs attend refresher training every two years. This includes training in Birmingham Safeguarding Children Partnership's approach to Prevent duties (see also Section 21).

5.3

All staff receive safeguarding and child protection updates at staff meetings and/or via e-mails at least termly to provide them with the relevant skills and knowledge to safeguarding children effectively.

5.4

The School will obtain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working unsupervised with the School's pupils on another site.

6. ROLES AND RESPONSIBILITIES

6.1 Governors

6.1.1

Before an individual becomes the Chair of Governors of The Blue Coat School, the Secretary of State will carry out an enhanced DBS check on the individual; confirm the individual's identity and their right to work in the UK; and if the individual lives or has lived outside of the UK, making an enhanced check insufficient, such other checks as the Secretary of State considers appropriate. The Chair of Governors must ensure that enhanced DBS checks are undertaken, where relevant, for the other members of the body and that where such a check has been undertaken, an enhanced DBS certificate is obtained, and the identity checks are completed before, or as soon as practicable after, any individual takes up their position. The Chair of Governors must also ensure that other members are not subject to a section 128 direction that would prevent them from taking part in the management of an independent school. Further checks as the Chair

of Governors considers appropriate should be undertaken where, by reason of the individual's living or having lived overseas, obtaining an enhanced DBS certificate is not sufficient to establish his or her suitability to work in a school.

6.1.2

The Governors are responsible for ensuring that:

- They comply with their duties under legislation and have regard to the guidance set out in the current editions of *Keeping Children Safe in Education* and in *Working Together to Safeguard Children*. They must have read *Keeping Children Safe in Education 2020* Parts 1 and 2.
- The School complies with its responsibilities under the Prevent duty and that a lead member of staff has responsibility for the requirements of this duty.
- The safeguarding arrangements at the school take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Birmingham Safeguarding Children Partnership.
- They receive an annual report on safeguarding. The minutes of the meeting relating to the receiving of this report must demonstrate the breadth and depth of the review.
- A named governor finds out how policy is known in practice by regularly talking to members of staff across the school community to ensure that all staff members are aware of the identities of the DSL and deputy DSLs and the procedures to be followed in the case of suspected child abuse.

6.1.3

They must ensure that the School:

- Has an effective Safeguarding and Child Protection Policy in accordance with the procedures of Birmingham Safeguarding Children Partnership and a Staff Code of Conduct which are reviewed and updated at least annually, and which are available publicly and supplied to staff
- Updates and reviews at least annually the effectiveness of procedures and their implementation
- Provides appropriate training for new and existing staff and ensures that the Headmaster and all other staff who work with children undertake training on an annual basis with additional updates as necessary
- Contributes to inter-agency working in line with *Working Together to Safeguard Children* including providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- Operates safer recruitment procedures in accordance with the Recruitment, Selection and Disclosure Policy, ensuring that appropriate checks are carried out on all new staff, and relevant volunteers (including governors)
- Has procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 4)
- Has a senior member of the school's leadership team who is the main DSL with responsibility for safeguarding and child protection issues including children who go missing from the school and that there is at least one further deputy DSL and that all of these staff attend appropriate refresher training every two years with training records maintained
- Provides appropriate time to the DSLs to allow them to undertake their duties
- Has a senior member of the school's leadership team responsible for promoting the welfare and educational achievement of children who are looked after and that this person has appropriate skills, knowledge, understanding and training to ensure that such children are kept safe and that up to date assessment information, the most recent care plan, contact arrangements with parents, and delegated authority to carers is received from the relevant local authority. They should ensure that all staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- Facilitates the provision of safeguarding training annually for all staff who work with children.
- Provides opportunities for Link Governors to review how children throughout the School are taught about safeguarding, including online safety, throughout the curriculum and in PSHE (which includes Relationships Education) and in particular with regard to school practices in helping children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet
- Makes temporary staff and volunteers aware of the school's arrangements for safeguarding and child protection and their responsibilities
- Has procedures for identifying possible mental health problems and processes in place for supporting any such children

- Has procedures to minimise the risk of peer-on-peer abuse and how allegations of any such abuse will be managed as set out in *Keeping Children Safe in Education (2020)* See Section 10 below.
- Ensures that more than one emergency contact number is held for each pupil where reasonably possible
- Has due regard to the relevant data protection principles which allow them to share (and withhold) personal information as provided for in the UK Data Protection Act 2018
- Has appropriate filters and monitoring systems in place to safeguard the children from potential harm and inappropriate online material, including when children are online at home
- Remedies any deficiencies or weaknesses brought to its attention without delay
- Promotes the well-being of pupils at the School.

6.1.4

It is the responsibility of the Chair of Governors (or in his absence the Vice Chair) to liaise with Birmingham Children's Trust Designated Officer (LADO) Team in respect of allegations against the Headmaster or allegations against a member of the governing body without informing him or the member of the governing body.

6.1.5

Mrs Karan Gilmore is the Liaison Governor for safeguarding and child protection issues, including the Prevent duty. She is also the Prevent Governor and can be contacted via the Headmaster's PA at headssec@thebluecoatschool.com. She receives approved training relevant to her governance role and this will be updated every two years. The Liaison Governor is responsible for:

- Liaising with the Headmaster and DSLs over all matters regarding safeguarding and child protection issues. Such liaison will be of a strategic nature rather than operational and will not involve concerns about specific children.
- Liaising with the Headmaster and the DSL to produce an annual report for the governors and the annual Section 175 safeguarding self-assessment and audit for the Local Authority and ensuring this is submitted on time to Birmingham Safeguarding Children Partnership.

6.1.6

The Governors formally consider safeguarding and child protection issues once a year, with routine issues being delegated to its Safeguarding and Health and Safety Committee, which both the Headmaster and the DSLs attend. The Committee meets at least once a term with safeguarding matters being a standing agenda item. Safeguarding is also a standing agenda item for all meetings of the governors and governors' sub-committee meetings. The minutes of the meeting are presented to meetings of the full Governing Body which also meets at least once a term. The Safeguarding and Health and Safety Committee is responsible for:

- Reviewing the procedures for safeguarding and child protection and the efficiency with which the relevant duties have been discharged
- Ensuring that any deficiencies or weaknesses in safeguarding and child protection arrangements are remedied without delay
- Approving amendments to safeguarding and child protection arrangements in the light of changing regulations or recommended best practice
- Approving an annual Audit of Safeguarding and the related Action Plan.

6.2 Headmaster

6.2.1

The Headmaster is responsible for:

- Overall management and co-ordination of safeguarding and child protection procedures and related matters
- Support and supervision of the DSLs
- Ensuring that staff are aware of their responsibilities under the Prevent duty
- Overseeing the work of the DSLs in respect of their responsibilities under the Prevent duty
- Ensuring that sufficient resources and time are allocated to enable the DSLs and other staff to discharge their responsibilities
- Ensuring that the Job Description of the DSL and Deputy DSLs are reviewed at least annually and that this includes the core responsibilities for this role

- Providing whole school training strategy on safeguarding and child protection for all staff on the recognition of child abuse and procedures for responding to any concerns
- Informing staff, governors and the LA Designated Officer Team of the name and role of the School's DSL and Deputy DSLs
- Ensuring that the policies and procedures adopted by the Governors of The Blue Coat School are fully implemented and followed by all staff
- Ensuring that new staff are conversant with the School's safeguarding and child protection procedures
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively
- Ensuring that all staff have the opportunity to regularly review their own practice and discuss concerns they may have about welfare and safeguarding matters including their personal and professional duty to report welfare and safeguarding concerns to the DSL or one of the deputy DSLs, or in the absence of action, directly to local children's services
- Liaising with the Safeguarding Governor and the DSLs to produce an annual report for the governors and the annual Section 175 self-assessment and audit for the Local Authority
- Responding to any concerns about staff, colleagues and visitors and considering the need for relevant action under the appropriate disciplinary codes when necessary
- The maintenance and confidentiality of relevant records
- Ensuring that the School is represented appropriately at strategy meetings, child protection conferences and other relevant meetings
- Managing any contacts with parents about child protection issues, particularly where parents feel aggrieved with the School. In these circumstances, the LA will provide advice and support.

6.2.2

The Headmaster is responsible for receiving child protection allegations about members of staff (including the DSLs), colleagues and visitors and implementing proper procedures including liaising with the Designated Officer in Birmingham Children's Trust (LADO). He has been fully trained in the responsibilities of this role. These are set out in Part 2 and Appendix 4.

6.3 Designated Safeguarding Lead for Child Protection

6.3.1

Mrs Helen Andrews, Head of Pre-Prep is the Main Designated Safeguarding Lead (DSL) who has overall responsibility and accountability for safeguarding and child protection (including Online Safety) at The Blue Coat School. She is responsible for overseeing the work of the deputy DSLs and she is also the DSL for children in the Early Years Foundation Stage. She is responsible for providing advice and support to other staff on child welfare and child protection matters, taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so, and contributing to the assessment of children. She is also the Designated Teacher for Looked After Children and the Single Point of Contact (SPOC) in respect of the Prevent duty. This overall lead responsibility cannot be delegated. She is supported in this role by Mrs Helen West, Deputy Head Pre-Prep, Mr Robbie Newman, Head of Prep and Mrs Tracey Palmeri, Deputy Head Prep. Mrs Andrews is a member of the Executive Management Team. Mrs Andrews, Mr Newman, Mrs Palmeri and Mrs West are members of the Senior Leadership Team. The requirements of the role of DSL are set out in the Job Descriptions of these members of staff. The DSL or deputy DSL is always available in school during school opening hours including before school care and after school care. The DSL and the deputy DSLs ensure that at least one of them is available during any out of term school activities, including Holiday Clubs. In the event of a DSL resigning their post or no longer having responsibility as a DSL, then there is a full face-to-face exchange of information with the new postholder wherever possible. If this is not possible the exchange of information will be via the Deputy DSL.

6.3.2

These staff have been fully trained for the demands of this role in child protection, inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and in the Birmingham Safeguarding Children Partnership's approach to Prevent duties. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They maintain close links with the Birmingham Safeguarding Children Partnership for and the main DSL acts as a point of contact with the three safeguarding partners under the revised structure. Every two years they attend refresher training provided by the local social services department or an external welfare agency acceptable to Birmingham Safeguarding Children Partnership. The DSL or one of the deputy DSLs attends the termly

Area Breakfast meetings and the DSL or one of the deputy DSLs attends the termly Area Safeguarding Conference. Information from these meetings is disseminated to the other DSLs, the SLT and to other colleagues as necessary. They report at least once a term to the Governors' Safeguarding and Health and Safety Committee on the child protection issues outlined above. The DSLs meet at least termly to discuss any issues and to review children about whom there are concerns or who might be vulnerable.

6.3.3

The DSL is responsible for:

- Encouraging and promoting a culture of listening to children and taking account of their wishes and feelings in all measures that are put in place to protect them among all staff
- Ensuring that all staff receive a copy of Part 1 and Annex A of *Keeping Children Safe in Education* and that they receive updated copies of this document as and when it is published
- Deciding what steps should be taken when the school has concerns about a child and advising the Headmaster (*normally the responsibility of the main DSL*)
- Liaising with staff (especially pastoral support staff, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) (*normally the responsibility of the main DSL*)
- Receiving safeguarding and child protection concerns from staff and acting as a source of support, advice and expertise within The Blue Coat School on child welfare and child protection matters and when deciding whether to make a referral by liaising with relevant agencies (*normally the responsibility of the main DSL*)
- Referring cases of suspected abuse or allegations to the Multi-Agency Safeguarding Hub (MASH) (Birmingham Local Authority children) or the relevant Local Safeguarding Children Partnership (other Local Authorities) or relevant investigating agencies (*normally the responsibility of the main DSL*)
- Supporting staff who make referrals to Local Authority children's social care (*normally the responsibility of the main DSL*)
- Working with the Local Safeguarding Children Partnership in line with *Working Together to Safeguard Children*.
- Following the guidance in the document *NPCC – When to Call the Police* which gives guidance about when the Police should be called and what to expect when they are called.
- Referring any concerns about potential child sexual exploitation to the MASH or Birmingham Children's Trust (See also Section 17)
- Referring any concerns about potential or suspected Female Genital Mutilation to the police and MASH (See also Section 19)
- Attending Prevent Duty training and disseminating this to colleagues in the school (*normally the responsibility of the main DSL*)
- Understanding and supporting the school with regards to the requirements of the Prevent duty and providing advice and support to staff on protecting children from the risk of radicalisation
- Referring any concerns about potential or suspected cases where a child is at risk of being radicalised to the MASH or to the Local Authority Prevent Officer (See also Section 21) (*normally the responsibility of the main DSL*)
- Supporting staff who make referrals to the Channel programme (*normally the responsibility of the main DSL*)
- Ensuring that advice is sought from Birmingham Children's Trust Services in the event of sexually harmful behaviour by a child
- Liaising with the Headmaster regarding concerns about staff or visitors and assisting with any referrals to the Local Authority Designated Officer Team regarding any child protection allegations (*normally the responsibility of the main DSL*)
- Liaising with the Headmaster to inform him of any issues and ongoing investigations and ensuring that there is always cover for this role
- Liaising with the Chair of Governors and, if required, with Birmingham Children's Trust Designated Officer Team for Child Protection if allegations and/or child protection concerns are raised about the Headmaster
- Ensuring that the Disclosure and Barring Service is informed of any cases where a person is dismissed or has left due to risk or harm to a child and, in the case of teachers, that the school gives due consideration to informing the Teaching Regulation Agency (*normally the responsibility of the main DSL*)
- Ensuring that the Police are informed in cases where a crime may have been committed (*normally the responsibility of the main DSL*)

- Understanding and undertaking the assessment process for providing early help and intervention for the child and family through a multi-agency approach
- Overseeing the delivery of an appropriate Early Help response where there is not evidence of a significant risk to the child (*normally the responsibility of the main DSL*)
- Ensuring that the child's voice is paramount within a solution focused practice framework
- Utilising the assess, plan, do and review model for reviewing any support plans
- Following the Early Help Assessment tool and, where appropriate, seeking advice from the Children's Advice and Support Service (CASS) so that a strategic overview can be maintained, and any themes or common factors can be recognised including a Think Family response, Social Care response or escalation to a referral if the child's situation does not appear to be improving or is getting worse
- Assisting in the referral of a 'Child in Need' who may not necessarily be at risk of significant harm
- Leading regular case monitoring reviews of vulnerable children identified within the school and evidencing these with minutes and recording the reviews in case files.
- Ensuring school representation at child protection case conferences and related meetings and assisting in the preparation of others for these (*normally the responsibility of the main DSL*)
- Liaising with the headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations (*normally the responsibility of the main DSL*)
- Remaining alert to the specific needs of children in need, those with special educational needs and young carers and providing appropriate support as required
- Disseminating information about children at risk to those who need to know
- Ensuring that in cases where the school is considering excluding, either fixed term or permanently, a vulnerable child or a child who is the subject of a child protection plan or where there is an existing child protection file, that a multi-agency risk assessment meeting is held prior to making the decision to exclude and that in the event of a one-off serious incident resulting in an immediate decision to exclude, that a risk assessment is completed prior to any meeting of the governors
- Taking overall responsibility for online safety for the children (*normally the responsibility of the main DSL*)
- Understanding the unique risks associated with online safety and having the relevant knowledge and up to date capability to keep children safe whilst they are online at school
- Recognising the additional risks that children with SEN and disabilities (SEND) face online such as online bullying, grooming and radicalisation and ensuring that these children are supported to stay safe online
- Maintaining detailed, accurate, secure, written records of referrals and concerns. Family files are not maintained; files only pertain to the individual child concerned. The wording of these records must be agreed by the staff member and will include details of what information has been shared, with whom, and when. These records are kept in a locked office and are separated from routine pupil records. Access is restricted to the DSLs and the Headmaster. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current legislation and guidance.
- Ensuring that an indication of further record-keeping is marked on the child's records.
- Ensuring that parents are kept updated regarding any concerns or developments as required. Information that would put a child at risk of harm will not be disclosed to a parent.
- Promoting the welfare and educational needs of children who are looked after or have previously been looked after and undergoing appropriate training for this role
- Ensuring that they have the skills, knowledge and understanding necessary to keep looked after children safe and that up to date assessment information, the most recent care plan, contact arrangements with parents, and delegated authority to carers is received from the relevant local authority
- Ensuring that they are aware of the statutory guidance to local authorities regarding looked after children: 'Promoting the education of looked after children'
- Ensuring that they have details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Ensuring that the appropriate staff have the information needed in relation to the child's looked after status (whether the child is looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility
- Ensuring that they have up to date assessment information from the relevant local authority, the most recent care plan and contact arrangement with parents and the levels of authority delegated to the carer by the authority looking after the child

- Understanding the importance of information sharing both within the school and with the Local Safeguarding Partnership, other agencies and practitioners where there is a lawful basis on which to share that information
- Ensuring that pastoral and/or academic support is provided to any child who has a social worker should this be required, and that increased vigilance is given to the needs of this child including any unauthorised absences
- Ensuring that the circumstances relating to any child who goes missing, particularly on repeat occasions are comprehensively investigated, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- Ensuring that in the absence of the Headmaster, they refer any relevant matters to the Chair of Governors.

6.3.4

The DSL must ensure that:

- The Blue Coat School Safeguarding and Child Protection Policy is updated and reviewed at least annually and presented to the Safeguarding and Health and Safety Committee of the Governors for approval
- The effectiveness of procedures and their implementation are updated and reviewed at least annually
- They liaise with the Safeguarding Governor and the Headmaster to produce an annual report for the governors and the annual Section 175 self-assessment and audit for the Local Authority
- All staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise
- All staff have access to and understand the School's Safeguarding and Child Protection Policy and have safeguarding and child protection training **at least annually, and that records of such training are accurately maintained**
- All staff, whether permanent or temporary, and volunteers who will be working with children, are given a written statement about the School's Safeguarding and Child Protection Policy and contact details of the DSLs when they start work at the School
- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- An environment where staff feel supported in their safeguarding role and are able to raise concerns is created
- Staff have regular reviews of their practice so that they have knowledge, skills and experience which improves over time
- Parents are made aware that the Safeguarding and Child Protection Policy is available on the school website. This policy alerts them to the fact that referrals may be made and that the school has a role in carrying out this function
- Key staff such as the SENCOs, Deputy DSLs and other staff are informed about any child protection issues in relation to any new children joining the school.
- Child protection files are copied to the next school when a child leaves The Blue Coat School as soon as possible as separate documents to the main pupil file in line with current government guidance on the transfer of such records. The DSLs ensure that discussions are held with the relevant staff to enable the new school to have support in place when a child arrives, including key staff such as the SENCO are aware of any needs.

6.4 Staff and Volunteers

6.4.1

All staff (including supply staff) and volunteers have a duty to safeguard children. They should be aware of the safeguarding issues, some of which are detailed in this Policy and others listed in the current edition of *Keeping Children Safe in Education*. They are well placed to observe possible signs of abuse at an early stage and may be the only adults in whom children feel safe to confide. They should be aware of the types and signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. These are set out in Appendix I. **However, staff should not attempt to carry out an investigation; nor should any attempt be made to discuss concerns with parents or others.**

6.4.2

All staff should be aware that safeguarding issues can also manifest themselves via peer-on-peer abuse. This is most likely to include, but not be limited to bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. See also Appendix 2.

6.4.3

All staff should be aware of the early help process and should be prepared to identify children who may benefit from it. Early help means identifying emerging problems and providing support as soon as a problem emerges at any point in a child's life. Staff should be particularly alert to the potential Early Help needs of children who have specific additional needs including SEND; who are young carers; who are showing signs of being drawn into anti-social behaviour; who are frequently missing; who have challenging family circumstances; who have a parent/carer in custody or who are at risk in any way. In the first instance staff should discuss early help requirements with the DSL or one of the deputy DSLs.

6.4.4

In certain circumstances staff might be asked to assist in the monitoring of a particular child or they might be required to support social workers and other agencies and professionals in early identification or an Early Help assessment, an Our Family Plan, a Child in Need Plan or an inter-agency Child Protection Plan or following a referral. If staff members are unsure, they should always speak to the DSL or one of the deputy DSLs. The DSL or one of the deputy DSLs will support the staff member in liaising with other agencies and setting up an inter-agency assessment if early help is appropriate. If early help and/or other support is appropriate, the case should be kept under constant review and consideration should be given to a referral to the Multi-Agency Safeguarding Hub if the child's situation does not appear to be improving.

6.4.5

Staff members with a concern (as opposed to a child being in immediate danger) must decide what action to take. Where possible there should be a conversation with the DSL or one of the deputy DSLs immediately to agree a course of action. Options could include managing any support for the child internally using the school's own pastoral support processes; an early help assessment or referral to specialist services in accordance with the referral thresholds set by the Birmingham Safeguarding Children Partnership. **All** staff should be aware of the process for making referrals to the Multi-Agency Safeguarding Hub and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. This includes referrals to the Channel programme in respect of radicalisation concerns. **If a child is in immediate danger or is at risk of harm, a referral should be made to the Multi Agency Safeguarding Hub and/or the police immediately.** Anyone can make a referral. If anyone other than the DSL or one of the deputy DSLs makes the referral, they should inform the DSL or one of the Deputy DSLs as soon as possible. See also Part 2 and Appendix 3.

6.4.6

All staff should know what to do if a child tells them that s/he is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and Children's Advice and Support Service. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the child. See also Part 2 and Appendix 3.

6.4.7

All staff and volunteers have a duty to note any changes to a child and to discuss any concerns with the DSL or one of the deputy DSLs as soon as they become aware of them, to ensure that children receive the right help at the right time to address risks and prevent issues escalating. They should not assume that a colleague or other professional has raised these concerns. These concerns might include: patterns of attendance, changes in mood, changes in classroom attitude, changes in social groups, behaviour, relationships with peers or staff, appearance, medicals, changes in family situations, response to PE or swimming changing, or parental comments. The DSL might ask staff members to monitor the situation and keep records of any changes or alternatively the DSL might seek advice from the Children's Advice and Support Service or make a referral. Staff members should make a referral if they feel concerned that action is not being taken or if the DSL or one of the deputy DSLs is not available.

6.4.8

Staff should be aware that health problems, including mental health problems, can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is essential that staff are aware of their responsibilities, as set out in statutory guidance (Part 1 of KCSIE and in Working Together to Safeguard Children). Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff should, however, be alert to any changes in a child's behaviour which could indicate that the child has a mental health problem or could be at risk of developing one. Staff should also be aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood and can impact on a child's mental health, behaviour and education. If staff have a concern about a child's mental health which is also a safeguarding concern, immediate action should be taken, following the procedures set out in this Policy by speaking to the DSL or a deputy.

6.4.9

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL and deputies should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessment of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Staff should be prepared to provide as much contextual information as possible as part of the referral so that the assessment includes all the available evidence and the full context of any abuse. Further information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

6.4.10

All staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school). People whose suitability has not been checked, including through a criminal records check, will not be allowed to have unsupervised access to children being cared for. Staff and volunteers working with children in the Early Years Foundation Stage must also comply with the requirements set out in 6.5 below.

6.4.11

All staff and volunteers must ensure that:

- They have received appropriate training and are aware of the potential indicators of abuse – this includes reading Part 1 and Annex A of *Keeping Children Safe in Education* and any subsequent updates.
- They are open to hearing concerns from children and others, noting dates, times, who was present, positions in the room, and anything factual about the child's appearance.
- They do not seek to investigate any concerns; they do not take photographs of any marks; they do not attempt to make any medical judgement; and they do not seek to arrange a medical examination (see Part 2, Appendix 3 and Appendix 7).
- They record information verbatim using the actual words of the child, noting any questions the child raises but ensuring that they do not ask leading questions or ask the child to write down his or her account. Interviews should not be recorded using electronic means such as videos or tape recorders.
- They understand that they cannot promise confidentiality to a child or to anyone making a disclosure about a child.
- They do not ask a child to remove any clothing. Staff must always be aware of their own vulnerability at this point and should take steps to minimise the risk to themselves whilst supporting the child.
- They understand how to report any concerns and action taken to the DSL or a Deputy DSL, using an Incident Record Form when appropriate (see Appendix 7). These concerns should be reported as soon as is practicably possible.
- They understand how to report to the Headmaster or the DSL or a Deputy DSL, their concerns if they suspect that the behaviour of a member of staff is causing, or has caused, significant harm to a child (see also Part 2 and Appendix 4).
- They understand how to report any concerns relating to the Headmaster (see Part 2 and Appendix 4).
- They give the DSL or one of the Deputy DSLs any necessary information for strategy meetings and child protection conferences and attend these if required by the Headmaster.
- They understand that, although referrals to Children's Advice and Support Service (CASS) would normally be made by the DSL or one of the Deputy DSLs, they can also make such a referral.
- They participate in annual training in Safeguarding and Child Protection.

6.4.12

The school might request a DBS check for young people who are over the age of 16 undertaking work experience or Duke of Edinburgh placements at The Blue Coat School as this will probably provide the opportunity for contact with children and will therefore be considered as regulated activities.

6.5 Early Years Foundation Stage (EYFS)

6.5.1

In order to comply with the requirements of the Early Years Foundation Stage (EYFS):

- Mrs Helen Andrews, Head of Pre-Prep, is the practitioner designated to take lead responsibility for safeguarding children and for child protection and for ensuring compliance with the Prevent duty within Nursery and Reception, liaising with local statutory children's agencies, the police and the Prevent Officer as appropriate
- Under the regulations made under Section 75 of the Childcare Act 2006 a childcare worker may be disqualified from registration and as such must not continue to work as an early years provider, nor be directly concerned in the management of such provision. If the School becomes aware of relevant information that may lead to disqualification of an employee, the School will take appropriate action to ensure the safety of the children.
- All staff working in the EYFS have supervision sessions with a senior member of staff at least four times a year. Discussions about the children are an agenda item for these meetings. However, all staff at the school, including those in the EYFS are able to discuss any concerns they may have about a child with a senior member of staff, including the DSL or Deputy DSLs, at any time.

6.6 Agency and third-party staff

6.6.1

The school obtains written notification from any agency, or third-party organisation used for staffing that the organisation has carried out the checks (in respect of the enhanced DBS certificate written notification that confirms the certificate has been obtained by either the employment business or another such business) on an individual who will be working at the school that the school would otherwise perform. Where the position required a barred list check this must be obtained by the agency or third-party prior to appointing that individual. The school also checks that the person presenting themselves for work is the same person on whom the checks have been made.

6.7 Volunteers

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity as defined in 4.2 above.

6.8 Disqualification

6.8.1

The Code of Conduct states that: 'All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, must comply with the DfE statutory guidance 'Disqualification under the Childcare Act 2006' February 2015 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. Details about the relevant staff and volunteers for whom this is applicable are set out in this statutory guidance. This requires the relevant staff and volunteers to notify the school if they are disqualified from working in early years childcare (for children aged under 5) or in later years childcare (children aged under 8). The full criteria for disqualification are set out in the guidance document to which staff must refer for further details about the relevant offences and orders for the purposes of disqualification. Disqualification occurs as soon as the criteria for disqualification are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at The Blue Coat School). It is an offence not to make such disclosures.' The Code of Conduct is issued to all staff annually and to new staff as part of their induction. All staff must sign this document annually and comply with its requirements.

6.8.2

By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified, or if there is any doubt over that issue then, pending resolution, they must be removed from the work from which they are or may be disqualified. There is no requirement automatically to suspend or dismiss all individuals found to be disqualified; there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO Team when appropriate.

6.8.3

Schools must inform Ofsted (and ISI) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

7. SUPPORT FOR PUPILS

7.1

The priority of staff is to safeguard the young people in the care of the School. Staff will give all possible support to a pupil who has suffered or is at risk of suffering significant harm. Staff ensure that all such children are reported to the Multi-Agency Safeguarding Hub immediately. They will also provide support to a pupil who is in need of additional support from one or more agencies. Further details of the support provided are set out in Part 2: Key Procedures Section 3 – Our role in supporting children.

7.2

Children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Extra pastoral support will be provided to these children as required. Additional barriers can exist when recognising abuse and neglect in this group of children including:

- Assumptions that indicators of possible abuse 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;
- Children with SEN and/or disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

7.3

The use of technology has become a significant component of many safeguarding issues. Appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material online without unreasonable over-blocking. Child sexual exploitation; child criminal exploitation; radicalisation; sexual predation – technology often provides the platform that facilitates harm. The ICT Acceptable Use Policy and Online Safety Policy set out guidance to ensure that the school has an effective approach to online safety to protect and educate the whole school community in their use of technology. There are mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

8. SUPPORT FOR STAFF

8.1

It is recognised that staff working at The Blue Coat School who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. Staff will be supported by providing the opportunity to talk through any anxieties with the DSL and further support will be sought as appropriate. Confidential support and counselling are available through the Teacher Support Network, for example.

9. CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

9.1

New members of staff, Governors and volunteers are given copies of the School's Code of Conduct for Staff. Discussion of the procedures set out in that document forms a vital part of the induction procedures. The Code of Conduct is issued to all staff and volunteers annually and they are expected to sign a copy of this document. The Code of Conduct provides guidance for teachers, other members of staff and volunteers when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

9.2 Mobile Devices

9.2.1

The Code of Conduct states the following:

- 'In order to safeguard the children and maintain professional relationships, staff and volunteers must not give their personal phone numbers to children, nor must they communicate with them by phone, text message or personal email. The Trip Organiser on all trips should take a mobile phone with him/her. Staff and volunteers should not record the mobile number of any child on his/her personal phone.
- Staff and volunteers must comply with the principles as set out in the Guidance for Staff on the Use of Photographs and Videos of Pupils and must ensure that they fully comply with data protection legislation in the use of all such images.
- Photographs of children should be taken with a school mobile device where possible. Staff must not use their own cameras or mobile devices to photograph or film pupils unless written permission has been given by the Headmaster. Alternatively, if members of staff have a high-quality camera of their own that they would like to use, the School will lend them a memory card for use at school or off-site. However, Staff must speak to the Network Manager beforehand to make sure that the necessary security measures are in place when using their own device. No child should be photographed other than when engaged in an approved school activity. Staff and volunteers must not use mobile devices whilst in the company of EYFS children.
- Staff must be mindful of safe internet usage (including the sensible usage of social media as set out above) both on the premises and elsewhere: further guidance is available in the school's ICT Online Safety Policy; the Social Media Policy and the ICT Acceptable Use Policy which staff must read and comply with in conjunction with this Code of Conduct. Staff must take all reasonable precautions to ensure that all school data is kept secure at all times.'

9.2.2

The Code is reviewed, updated and approved by the Governors annually. It is issued to staff in the Autumn Term each year (or, in the case of staff returning from maternity leave or long periods of absence, upon their return to work).

9.2.3

The leaflet, 'Safeguarding, Advice for Staff, Volunteers and Visitors' also states that:

- 'Where possible, photographs of children should be taken with a school camera under the direction of the teacher in charge.
- Staff, volunteers and visitors should not use mobile phones to photograph children.'

10. PEER-ON-PEER ABUSE (Allegations of abuse made against other children)

10.1

Staff are aware that children are capable of abusing their peers. They are also aware of the vulnerabilities of children with special educational needs and/or disabilities to peer-on-peer abuse. Guidance is set out in Appendix 2. Staff aim to minimise the risk of peer-on-peer abuse by remaining vigilant to this potential risk and actively promoting mutual respect and tolerance together with appropriate behaviours. Staff recognise that peer-on-peer abuse can take different formats including bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, etc), sexual violence (such as rape, assault by penetration and sexual assault), sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse), physical abuse, sexting, online abuse, upskirting (which typically involves taking a picture under a person's clothing without their permission and/or knowledge, with the intention of viewing their genitals or buttocks with or without

underwear to obtain sexual gratification, or cause the victim humiliation, distress or alarm) or through abuse related to gender (e.g. girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence). They also recognise that it is more likely that girls will be victims and boys perpetrators in peer-on-peer abuse but all peer-on-peer abuse is taken seriously.

10.2

Sexual violence and sexual harassment can occur between two children of any age and sex and it can also occur through a group of children assaulting or harassing a single child or group of children. They can occur online and offline (both physically and verbally) and are never acceptable and will not be tolerated. It is important that all victims are taken seriously and offered appropriate support. Some groups such as girls, children with SEND and LGBT children are at greater risk. Any concerns or disclosures are taken seriously by staff. Abuse is abuse and any concerns or disclosures should never be tolerated or passed as mere 'banter', 'having a laugh' or 'part of growing up'. Any child who is the victim of peer-on-peer abuse will be supported in similar ways to any child who is the victim of abuse. Both the victim and the perpetrator (and any other child affected by the peer-on-peer abuse) will be considered as being 'at risk' and safeguarding procedures will be followed, including referral to local agencies. A Risk Assessment will be completed to manage the risk for the victim and his/her protection and support, the alleged perpetrator and all other children. The Risk Assessment will be reviewed regularly.

10.3

Any allegation of peer-on-peer abuse should be managed in accordance with the procedures set out in this policy for all allegations of abuse when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Confidentiality should not be promised but staff should listen carefully, be non-judgemental, not take a lead role, take notes either during the disclosure or as soon as possible afterwards and report to a DSL). **Staff must not view or forward illegal images of a child.** If an image has been viewed because a child has shown the member of staff, it must be closed down immediately, and this information should be included in the report to the DSL. A Risk Assessment will be devised and implemented where there are concerns about potential or actual peer-on-peer abuse (including sexting) which will set out measures to reduce the risk of further abuse.

11. RAISING AWARENESS WITH PUPILS

11.1

The Blue Coat School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. All the pupils are taught to make reasoned, informed choices, judgments and decisions about how to stay safe.

11.2

The Personal, Social, Health and Economic Education (PSHE) curriculum includes a variety of topics including those related to safeguarding issues, emotional literacy, assertiveness, healthy relationships education, behaviour, sexting and bullying (including cyber-bullying) and online safety. Staff also use other opportunities such as form time, assemblies and other curricular lessons to discuss relevant issues.

11.3

All pupils know that there are adults to whom they can turn to if they are worried, including the Chaplain and the School Matron. In particular:

- All pupils are allowed to use a school telephone in private, enabling them to call for support.
- The Health Centre, Houses, Pre-Prep buildings and Administration Building display advice on where pupils can seek help.
- Leadership training is provided to School Officers and House Captains, which includes the importance of offering support and assistance to younger pupils.
- Childline notices and Anti-bullying notices are conspicuously displayed in School buildings.
- Pupils are taught about online safety in Computing lessons and in PSHE. They are not allowed to bring their own devices to school and internet access is only through school devices.

12. EQUAL TREATMENT

12.1

The Blue Coat School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. Staff aim to create a friendly, caring and perceptive

environment in which every individual is valued. Staff endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

13. BULLYING

13.1

Bullying, harassment, victimisation and discrimination will not be tolerated. All pupils and their parents are treated fairly and with consideration and they are expected to reciprocate towards each other, the staff and the School. Any kind of bullying is unacceptable.

13.2

A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, the DSL or one of the deputy DSLs will report these concerns to the Multi-Agency Safeguarding Hub or the relevant Local Authority Safeguarding Children Partnership. Even where safeguarding is not considered to be an issue, The Blue Coat School recognises that it may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

14. OUT OF HOURS PROVISION

14.1

The Blue Coat School is responsible for the safeguarding cover for all the pupils at the School as set out in this Policy during term time. This includes term-time before and after school care and term-time extra-curricular activities organised by the school.

14.2

Where an external agency runs a club at the school, the School establishes a clear Service Level Agreement. An 'agency' includes organisations and individuals. The School will undertake due diligence checks to eliminate any risks around extremist links. The agency ('Hirer') must ensure that:

- They have regard to current safeguarding and child protection training issued by the Government and by Birmingham Safeguarding Children Partnership.
- They have due regard to the requirements of The Blue Coat School Safeguarding and Child Protection Policy and in particular the section relating to Out of Hours Provision. This Policy is available on the School website and in the Sports Centre Office.
- They notify the School via the Duty Manager of any safeguarding or child protection matters who will in turn report it to a DSL in the School. The Hirer must also be prepared to report a safeguarding or child protection concern directly to the relevant Children's Services.

15. CHILD MISSING FROM EDUCATION

15.1

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect, including sexual abuse or exploitation, FGM, forced marriage or travelling to conflict zones, child criminal exploitation, mental health problems, substance abuse and other issues and such children are at risk of being victims of harm, exploitation or radicalisation. It may also indicate mental health problems or risk of substance misuse. Staff are alert to concerns about children who go missing from education, particularly on repeat occasions and refer any such concerns to the DSL or one of the deputy DSLs so that these concerns can be followed up. The DSL will discuss any such concerns to ensure that due consideration is given to family members within the different parts of the school.

15.2

The school follows the requirements as set out in the current edition of *Keeping Children Safe in Education* in respect of the admission register and in respect of a child missing from education. The school holds more than one emergency contact number for each pupil. This includes informing the Local Authority of any child who fails to attend school regularly; who has been absent without the school's permission for a continuous period of five school days or more; who has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system (e.g. home education); who has ceased to attend school and no longer lives within reasonable distance of the school; is

displaced as a result of a crisis (e.g. domestic violence or homelessness); has been certified by the school medical officer as unlikely to be in a fit state of health to attend school; or who has been permanently excluded. The Local Authority should be notified as soon as the grounds for removing a child from the admissions register are met and, in any event, no later than removing the child's name from the register. (See also Admissions and Attendance Policy.)

16. SEXTING

16.1

Sexting is defined as images, videos or text generated by children under the age of 18 or images, videos or text of children under the age of 18 that are of a sexual nature or are indecent. Such images, videos or texts are shared between children and/or adults via a mobile phone, handheld device or website with people they may not even know.

16.2

People involved in sexting may be committing a criminal offence. Specifically, crimes involving indecent photography (including pseudo images) of a person under 18 years of age come under the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to take an indecent photograph or allow an indecent photograph to be taken; make/create an indecent photograph (which includes downloading or opening an image that has been sent via e-mail); distribute or show such an image; possess with the intention of distributing images; advertise and possess such images; or disclose without consent so as to cause distress (revenge porn).

16.3

The intention is not to criminalise children and young people but if they create or share these images, they are technically breaking the law. However, there can be a balance between exploration, natural curiosity risky behaviours and deliberate, harmful and spiteful behaviours but either way it is a safeguarding concern and must be treated as such.

16.4

The Police must be involved where a multi-agency check is required. Formal sanctions would only be considered proportionate in certain circumstances. It might have to be recorded as a 'crime' but there is scope for police discretion.

16.5

If a child makes a disclosure about sexting or if an adult becomes aware of a potential sexting incident, then the safeguarding procedures as set out in this policy must be followed. The DSL or one of the deputy DSLs must be informed and the disclosure or incident must be recorded. The Senior Leadership Team must also be informed, and the Police should be informed of any illegal activity. Parents will be informed and involved in the process at an early stage unless informing parents will put the child at risk of harm. Any decision not to inform parents would normally be taken in conjunction with other services such as Children's Services or the police.

16.6

Adults should consider the following points when receiving a disclosure:

- Is the child disclosing about receiving, sending or sharing an image?
- Who has shared the imagery? Were any adults involved?
- Was the child coerced or put under pressure to produce the imagery?
- Did the child use a school device or personal device? If a personal device has been used, then this should be confiscated and securely stored.
- How widely has the image been shared? Does the child know where the images have ended up? Was it shared and received with the knowledge of the child in the imagery?
- What is the impact on the children involved?
- Do the children have additional vulnerabilities?
- Does the child understand consent?
- Do other settings need to be contacted? (E.g. the schools of siblings or other potential recipients)

16.7

Adults **must not:**

- Send, share, save or print the image, video or text or allow the child to do so
- View the material or allow the child to do so unless this is absolutely unavoidable

- Search a mobile device, even in response to an allegation or disclosure if this is likely to cause additional stress to the child unless there is clear evidence to suggest that there is an immediate problem. The Senior Leadership Team will determine who should make such a search should this be necessary. It will, wherever possible, be conducted by the headmaster or a person authorised by him and by a member of the same sex as the victim. The DSL or one of the deputy DSLs will also be present. However, imagery will only be viewed in accordance with the three justifiable reasons agreed by the DfE: It is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the child); It is necessary to report the image to a website, app or other agency so as to have the image removed, or to support the child with this; It is unavoidable because the child has presented the image directly or the image has been found on a school device or network.

16.8

An immediate referral to the police and/or to the Local Authority children's social care will be made if the incident involves an adult; if it is believed that the child was coerced, blackmailed or groomed; there are issues around capacity to consent; the imagery suggests sexual acts which are unusual for the child's developmental stage or are violent; the imagery involves sexual acts with any pupil under the age of 13 years; or the child is considered to be at immediate risk of harm owing to the sharing of imagery (including presenting as suicidal or self-harming)

16.9

If the image has been shared across the school network, website or social network then the network will be blocked to all users and the image will be isolated.

16.10

If the DSL is aware that Children's Services are currently (or have previously been) involved with a child following a sexting incident then the DSL should contact Children's Services. The MASH will also be contacted if the DSL believes that there are wider issues which require additional support or investigation.

16.11

A Risk Assessment will be carried out in relation to the child to determine future risk and implement the necessary safeguards for the child. Counselling support will be provided if required. Parents and/or carers will be informed about the incident and how it has been managed.

17. CHILD SEXUAL EXPLOITATION & CHILD CRIMINAL EXPLOITATION

17.1

The school is aware of its responsibilities in respect of Child Sexual Exploitation and Child Criminal Exploitation as set out in the current edition of *Keeping Children Safe in Education*. Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age might be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator and may include violence or the threat of violence. The abuse can be perpetrated by individuals or groups, males or females and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Further details are set out in *Keeping Children Safe in Education 2020*.

17.2

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. It can also occur for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. It does not always involve physical contact: it can also occur through the use of technology.

The presence of any significant indicator for sexual exploitation should trigger a referral to the Multi-Agency Safeguarding Hub. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Suffering from changes in emotional well-being;
- Missing school or education;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

Any member of staff with concerns about this aspect of safeguarding must discuss those concerns with the DSL or one of the deputy DSLs so that a referral can be made.

18. HONOUR-BASED ABUSE (HBA)

18.1

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM and forced marriage. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. The school is aware of its responsibilities in respect of HBV as set out in the current edition of *Keeping Children Safe in Education*. Any member of staff with concerns about this aspect of safeguarding must discuss those concerns with the DSL or one of the deputy DSLs who will, in turn, report these concerns to the Multi-Agency Safeguarding Hub or the relevant Local Authority Safeguarding Children Partnership.

19. FEMALE GENITAL MUTILATION (FGM)

19.1

Staff are alert to the possibility of a girl being at risk of FGM and the indicators as set out in the current edition of *Keeping Children Safe in Education*. Any member of staff who suspects FGM or thinks a girl may be at risk of FGM must discuss their concerns with the DSL or a deputy DSL who will, in turn, report these concerns to Birmingham Children's Trust or the relevant Local Authority Safeguarding Children Partnership and act on their advice. Failure to report such cases will result in disciplinary sanctions. In cases where it is known that FGM has taken place (e.g. because a girl states that this is the case) then the member of staff who is informed must inform the police force in the area in which the child remains, and their advice must be followed. A reference number must be recorded, and the safeguarding concern documented in line with this Policy and reported to the DSL. It is a statutory responsibility for all staff engaged in teaching work to report a concern that Female Genital Mutilation appears to have been carried out on a girl under the age of 18 for that member of staff to report this to the police.

20. FORCED MARRIAGE

20.1

Forcing a person into a marriage is a crime in England and Wales. The school is aware of its responsibilities in respect of Forced Marriage as set out in the current edition of *Keeping Children Safe in Education*. Any member of staff with concerns about this aspect of safeguarding must discuss those concerns with the DSL or one of the deputy DSLs who will, in turn, report these concerns to the Multi-Agency Safeguarding Hub or the relevant Local Authority Safeguarding Children Partnership.

21. PREVENTING RADICALISATION

21.1

Staff are alert to their responsibilities to identify any child who is at risk of being radicalised; to challenge extremist ideas; and to intervene appropriately and proportionately, referring children for further help as required and discussing any concerns with the DSL or a deputy DSL. The Blue Coat School values freedom of speech and the expression of beliefs and ideology as fundamental rights of our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism then they should speak to the DSL or one of the deputy DSLs.

Staff are aware of the need to protect children from radicalisation and they follow the guidance as set out in the current edition of *Keeping Children Safe in Education*. Staff are aware that they must have regard to statutory guidance issued under section 26 of the Counter-Terrorism and Security Act 2015 (the Prevent guidance). Further details about preventing violent extremism and radicalisation are set out in Appendix 6. Contact details for the Local Authority 'Prevent' Officer and other relevant contact details are listed at the start of this Policy.

21.2

Staff at The Blue Coat School are aware that the current threat from terrorism may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children vulnerable to future manipulation and exploitation. The Blue Coat School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the School's safeguarding duty. The online activity within the School is monitored to ensure that inappropriate sites are not accessed by pupils or staff (See Online Safety Policy).

21.3

Personal information in respect of the Prevent programme is shared on a case-by-case basis and is subject to the relevant legislation to ensure that the rights of individuals are fully protected. Consideration is given to the necessity and proportionality to the intended outcome. Consent is obtained from the child and/or parents wherever possible. However, consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm in respect of radicalisation.

21.4

Staff undergo annual refresher training on the Prevent duty. The DSLs provide advice and support to colleagues on protecting children from the risk of radicalisation. The DSLs will work in partnership with the Birmingham Safeguarding Children Partnership where there are any concerns under the Prevent duty. They will also follow guidance from Birmingham Safeguarding Children Partnership in respect of a schedule, level and focus for further training.

21.5

The DSL reviews the School Prevent Risk Assessment at least annually and this Risk Assessment is presented to the Governors' Safeguarding and Health and Safety Committee for approval.

21.6

Visiting speakers are only invited by staff not by the children. Staff ensure that such visiting speakers are suitable and that they are appropriately supervised as set out in the Visiting Speaker Policy.

22. PRIVATE FOSTERING

22.1

Many people 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 (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

22.2

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

22.3

People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or anti-social hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Children staying with families while attending a school away from their home area.

22.4

There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform Birmingham Children's Trust of a private fostering arrangement 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. In addition, if a member of staff becomes aware of such an arrangement then this should be raised with the DSL or one of the deputy DSLs and referred to the local authority.

22.5 Host families

Arrangements for children to be provided with care and accommodation by a host family to which they are not related for events such as a sports tour or music tour could be considered as 'private fostering' under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006 or both. Where a private fostering arrangement is made by the school and where the school has the power to terminate such an arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act. The school would request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves then this will be a private matter between the child's parents and the host parents, and the school will not be the regulated activity provider.

23. OTHER SAFEGUARDING INFORMATION

23.1 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support 5-11 year olds which explains each step of the process and support and special measures that are available. The DSL will signpost parents to the guides and other support as referenced in KCSIE Annex A.

23.2 Children with family members in prison

Staff are aware that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Information is available from NICCO to help mitigate negative consequences for children (See KCSIE Annex A).

23.3 Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Staff are alerted to the possibilities of this type of abuse and follow the guidance as set out in KCSIE Annex A.

23.4 Homelessness

Staff are alert to the risks to a child's welfare of becoming homeless and the DSLs follow the guidance as set out in KCSIE Annex A referring concerns to the Local Housing Authority should the need arise.

24. COMPLAINTS

24.1

The Blue Coat School hopes that parents will not feel the need to complain about the operation of the Safeguarding and Child Protection Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure, which applies equally to the children in the EYFS, is on the school website. Copies of the Procedure can also be sent on request.

25. RELATED POLICIES, MONITORING AND POLICY REVIEW

25.1

This Policy should be read in conjunction with other related whole school policies including: Admissions and Attendance; Anti-Bullying; Behaviour Management and Exclusions; Early Years Foundation Stage; Equal Opportunities; ICT Acceptable Use; Lost or Uncollected Children; Online Safety; Guidance for Staff on the Use of Photos and Videos of the Pupils by the Staff; Recruitment, Selection and Disclosure; Social Media; First Aid and Health and Use of Cameras and Mobile Devices. It should also be read in conjunction with the Staff Code of Conduct.

25.2

Further guidance on children in specific circumstances is in Birmingham Safeguarding Children Partnership's procedures.

25.3

A comprehensive audit of the School's provision for safeguarding and the implementation of procedures is completed annually for the Local Authority. This is submitted for their review together with an Action Plan. The annual audit is conducted in discussion with the Headmaster, the DSL and the Lead Governor for Safeguarding. It is then submitted to the Governors' Safeguarding and Health and Safety sub-committee for approval prior to submission to the Local Authority.

25.4

This Safeguarding and Child Protection Policy is presented to the Governors' Safeguarding and Health and Safety Committee for approval annually. The Committee also reviews the efficiency with which the related duties have been discharged, at least annually. The minutes of this meeting are presented to the Governors.

PART 2: KEY PROCEDURES

I. RESPONDING TO CONCERNS ABOUT A CHILD

At The Blue Coat School
Our DSL(s) are Mrs Helen Andrews; Mr Robbie Newman;
Mrs Tracey Palmeri and Mrs Helen West
Our safeguarding governor is Mrs Karan Gilmore

CONCERN ABOUT A CHILD:
Speak to a DSL without delay if urgent.
Otherwise, record in writing using a
Notice of Concern Form (See Appendix 7) and inform a
DSL the same day.

DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)

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

At any point consider seeking advice:
Children’s Advice Support Service (CASS)
0121 303 1888

In case of emergency phone police on 999

Universal / Universal+
Continue with early help process using the EHA as appropriate

Universal+/Additional
Continue with early help process using the EHA as appropriate.
Consider request for support from Think Family (TF) service.

Complex & Significant
Request for Support submitted to CASS for a multi agency strategy discussion

2. INVOLVING PARENTS/CARERS

2.1

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

2.2

Parents/carers will be informed about our Safeguarding and Child Protection Policy through Parent Handbooks, letters and on the website.

3. MULTI-AGENCY WORK

3.1

The Blue Coat School works in partnership with other agencies in line with Right Help, Right Time to promote the best interests of our children as a top priority in all decisions and actions that affect them. The 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, the request for support should go immediately to the team involved, or in their absence to their team manager.

3.2

When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school held data and intelligence to the discussion so that the best interests of the child are met. Local processes such as the use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) are followed as required.

3.3

The Blue Coat School will co-operate with any child protection enquiries conducted by Birmingham Children's Trust or the Multi-Agency Safeguarding Hub: the School will ensure representation at appropriate inter-agency meetings such as Our Family Plan meetings, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

3.4

The Blue Coat School will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared by Social Care with the Birmingham Children's Trust or the Multi-Agency Safeguarding Hub at least 24 hours prior to the meeting.

3.5

Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

4. OUR ROLE IN SUPPORTING CHILDREN

4.1

The Blue Coat School will offer appropriate support to individual children who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

4.2

A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings regarding the action to be taken and the services to be provided. A copy of the plan will be kept in the child's safeguarding record.

4.3

Children and young people 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 The

Blue Coat School, we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

4.4

The Blue Coat School will ensure that it works in partnership with parents/carers and other agencies as appropriate.

5. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

5.1

Details about how to respond to an allegation about a member of staff are set out in *Keeping Children Safe in Education*, in Birmingham Safeguarding Children Partnership's *Allegations against Staff and Volunteers*, and in Appendix 4.

6. CHILDREN WITH ADDITIONAL NEEDS

6.1

The Blue Coat School recognises that all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or abuse or drug/alcohol abusing parents, etc.

6.2

When the School is considering excluding, either fixed term or permanently, a vulnerable pupil or one who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

APPENDIX I: DEFINITIONS AND SIGNS OF ABUSE

I. GENERAL

I.1

'What to do if you're worried a child is being abused' (March 2015) states the following:

'Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.'

I.2

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

2. SEXUAL ABUSE

2.1

'Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may include physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.' (*Keeping Children Safe in Education – 2020*)

2.2 Possible Signs of Sexual Abuse (0-5 years)

2.2.1

Children may:

- Become insecure or cling to parent in a fearful way
- Show extreme fear of a person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have physical signs in the genital or anal areas, e.g. smell or discharge
- Have soreness or bleeding in throat, genital or anal areas

- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate for age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares
- Play out sexual acts in too knowledgeable a manner, with dolls or with other children
- Produce drawings of sex organs such as erect penises
- Seem bothered or worried but won't give a reason
- Change from happy and active to being fearful and withdrawn
- Inability to concentrate, tiredness
- Refusal to communicate
- Repeat obscene words or phrases
- Say repeatedly that they are bad, wicked or dirty
- Become aggressive and hurtful
- Eating disorders
- Attention seeking behaviour including sexual harassment or molestation
- Unusual compliance
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Act in sexually inappropriate way towards adults

2.3 Possible Signs of Sexual Abuse (5-12 years)

2.3.1

Children may:

- Appear to have secrets they cannot talk about, or ask you if you will keep a secret if they tell you something
- Say that a friend has a problem
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Stop enjoying previously liked activities, such as music, art, sport, gym club, scouts or guides
- Refusal to communicate
- Act in a sexually inappropriate way towards younger children or adults
- Draw sexually explicit pictures depicting abuse
- Have urinary infections, bleeding or soreness in throat, genital or anal areas
- Have chronic ailments such as stomach pains or headaches
- Take over the parent role at home, seem old beyond years
- Develop eating disorders such as anorexia or bulimia
- Attention seeking behaviour including self-mutilation and substance misuse
- Become severely depressed, withdrawal or isolation from peer group, may attempt suicide
- Have poor self-image, self-mutilate
- Regress to younger behaviour, such as thumb-sucking
- Unusual compliance
- Use obscene words or phrases or talk/write about sexual matters

2.4 Sexual Exploitation

2.4.1

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to the Multi-Agency Safeguarding Hub. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

3. PHYSICAL ABUSE

3.1

'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.' (*Keeping Children Safe in Education – 2020*)

3.2 Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if recurrent
- Multiple bruises in clusters or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Pattern of timings of bruises
- Bite marks
- Round burn marks
- Multiple burn/scald marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- Improbable excuses given for unexplained injuries
- Changing or different accounts of how an injury occurred
- Pinch, grab or grip marks
- Untreated injuries
- Punishments which appear excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Fear of medical help
- Self-destructive behaviour
- Aggression towards others including bullying
- Isolation from peers
- Symptoms of drug or alcohol intoxication or poisoning

4. NEGLECT

4.1

'Neglect is the persistent failure to meet a child's physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born neglect may involve a parent or carer failing to: provide adequate food and clothing, shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.' (*Keeping Children Safe in Education – 2020*)

4.2 Possible Signs of Neglect

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviours
- Failure to achieve developmental milestones, for example, growth, weight
- Failure to develop intellectually or socially
- Child being left at home alone or with inappropriate carers
- Emaciation
- Child caring for self, siblings or parents including poor personal hygiene including being dirty or unkempt
- Untreated medical problems or injuries
- Failure to attend routine medical examinations or immunisations
- Failure to attend to child's medical needs particularly in relation to vision and hearing, refusal of appropriate medical treatment
- Destructive tendencies
- Low self esteem
- Neurotic behaviour, e.g. rocking, hair-twisting, thumb-sucking
- Poor social relationships
- Compulsive stealing

5. EMOTIONAL ABUSE

5.1

'Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (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, though it may occur alone.' (*Keeping Children Safe in Education – 2020*)

5.2 Possible Signs of Emotional Abuse

- Being bullied, including online bullying through social networks, online games or mobile phones including peer bullying
- Physical, mental, and emotional development delay
- Consistently describing him/herself in negative ways (e.g. stupid, naughty, hopeless ugly)
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Air of detachment, social isolation, depression, withdrawn, lack of trust of others
- Punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech or sensory disorders
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour, e.g. rocking, hair-twisting, thumb-sucking
- Self-mutilation
- Fear of parents being contacted

- Running away
- Extremes of passivity or aggression
- Drug/solvent abuse
- Appetite disorders
- Compulsive stealing
- Scavenging for food or clothes

6. DOMESTIC VIOLENCE AND ABUSE AND PARENTAL SUBSTANCE MISUSE

6.1

The cross-government definition of domestic violence and abuse is: 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16, or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.'

6.2

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some case, a child may blame themselves for the abuse or may have had to leave the family home as a result.

6.3

Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice – Executive Summary – 2008) states: 'There is a considerable body of research which shows that children who grow up in families where there is domestic violence and/or parental alcohol, or drug misuse are at increased risk of significant harm. Unborn children may be vulnerable to direct harm through, for example, the impact of maternal alcohol or drug misuse or physical assaults directed at the pregnant woman's abdomen. Children's vulnerability also stems from the impact of domestic violence or substance misuse on parenting capacity. Domestic violence and parental drug or alcohol misuse can result in parents having difficulty in organising their lives and meeting their own and their children's physical needs; shopping, cooking and cleaning may be neglected. Parents may experience difficulty in controlling their emotions and severe mood swings can frighten children and leave them feeling uncertain, anxious and over vigilant. Domestic violence or parental substance misuse may also affect the parent-child relationship; roles are reversed as children assume the physical and emotional care of their parent and younger siblings. All aspects of children's lives are vulnerable. Their health and development may be negatively affected as parents' capacity to meet basic needs is impaired. This is frequently exacerbated as domestic violence and parental substance misuse frequently impact on family functioning, housing, income and social integration.'

7. RESPONSES FROM PARENTS

7.1

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

APPENDIX 2 ABUSE BY CHILDREN AND YOUNG PEOPLE

1. INTRODUCTION

1.1

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Practitioners should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

1.2

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

2. PRINCIPLES

2.1

This section sets out a framework for dealing with these situations under the following guiding principles:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately.
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children.
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes.
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.
- There should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action which has implications for any other agency without appropriate consultation.

3. WHEN SHOULD AN INCIDENT BE REGARDED AS ABUSIVE?

3.1

There is no clear boundary between incidents which should be regarded as abusive and incidents which are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement, and staff need clear guidance and training to identify the difference between consenting and abusive, appropriate and exploitative peer relationships. In reaching a decision in any specific situation, staff should consider the issues set out below.

3.2

If a child discloses abuse to a practitioner, s/he should let the child speak, but should not question them. The basic rule is to ask only questions which are necessary to clarify whether the child is alleging that abuse has taken place. If the child makes an allegation of abuse, a relevant professional and/or the police will interview them, and any further questions must be left for them. This does not mean that practitioners should tell the child to say nothing until the authorities arrive - the child should be allowed to speak for as long as they want to.

3.3 Physical abuse

3.3.1

If one child or young person causes harm to another, this should not necessarily be dealt with under these procedures: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (e.g. age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

3.4 Cyberbullying

3.4.1

Practitioners should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

3.5 Victims of crime

3.5.1

Practitioners should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that such young people may respond to this by abusing other, younger or weaker children.

4. PREVENTION

4.1

It is not enough to respond to incidents as they arise: all agencies that work with children should strive to create an environment which actively discourages abuse, and which challenges the attitudes which underlie it. They should also consider the effect of adult behaviour on children who may view them as role models.

5. FURTHER INFORMATION

5.1

Any member of staff who has concerns about the actual or possible abuse by a child must discuss these concerns with the DSL or one of the deputy DSLs.

APPENDIX 3 ADDITIONAL GUIDANCE FOR STAFF IN CASES OF POSSIBLE ABUSE

1. CONCERNS – CHILDREN

1.1

If there is any cause for concern about a child including a significant change in a child's behaviour; a deterioration in a child's general well-being; unexplained bruising, marks or signs or possible abuse or neglect; comments made by the child; or if there is any reason to suspect neglect or abuse outside the school, for example in the child's home; then the following action should be taken:

- If appropriate to the concern and/or age of the child, staff should ask a child about it by using open-ended questions; (e.g. 'Can you tell me what happened?' 'Where/when did it happen?' 'Was anyone else there?') but not those which may suggest a cause (e.g. 'Was it your Dad who hit you?' 'Does your brother bully you?') Members of staff must not attempt to investigate the matter themselves.
- Staff must accurately record a child's response if there is any concern and contact the DSL or one of the deputy DSLs immediately.
- Staff must record *visible* marks, identifying position, shape, size and colour, but on no account request that a child remove his/her clothing for the purpose of a detailed personal examination and on no account take photographs.
- Staff must contact the DSL or one of the deputy DSLs immediately or as soon as is reasonably practicable. Staff can also make a referral following the procedures set out below.
- If a child discloses chastisement/abuse from parents or carers that alleges an implement is being used (e.g. belt, shoe, broom handle, etc) and/or leaves physical, prominent marks that can be seen, then this **must not** be discussed with the parent/carer but the DSL or one of the deputy DSLs must report it to CASS immediately.

2. DISCLOSURES – CHILDREN

2.1

If children begin to disclose information about abuse, staff should:

- Stay calm and do not communicate shock, anger or embarrassment.
- Reassure the child. Tell the child you are pleased that s/he is speaking to you.
- Avoid guaranteeing absolute confidentiality but reassure the child that information will be passed only to those who need to be informed in order to help him/her. State who this will be and why.
- Assure the child that you believe him/her. Children very rarely lie about abuse, but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his/her fault.
- Encourage the child to talk but do not ask 'leading questions' or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he has experienced is dirty, naughty or bad. It is inappropriate to make any comment about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential that you record all that you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, record it accurately, and verbatim using the child's language, avoiding all attempts to make interpretative judgements (viz. dates, times, presence of others in the room, child's appearance etc). Include any questions you may have asked.
- Verify with the child the content of any notes taken
- Sign and date the notes
- Interview children separately
- Not record an interview electronically, remove any clothing from the child or take any photographs.
- Staff must contact the DSL or one of the deputy DSLs immediately or as soon as is reasonably practicable. Staff can also make a referral following the procedures set out below.

3. CHILDREN AT IMMEDIATE RISK OF HARM

3.1

If a child is thought to be at immediate risk of harm, then the DSL or one of the deputy DSLs must be informed without delay and the DSL will contact Birmingham Children's Trust, the Multi-Agency Safeguarding Hub or the Children's Advice and Support Service to make a referral. Staff can also make a referral following the procedures set out below.

3.2

What appears minor at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, the school **should not do anything that may jeopardise a police investigation**, such as asking a child leading questions or attempting to investigate the allegations of abuse.

4. MAKING A REFERRAL

4.1

When deciding whether to make a referral, following an allegation or suspicion of abuse, the headmaster and the DSL **should not make their own decision over what appear to be borderline cases**, but rather the doubts and concerns should be discussed with the Multi-Agency Safeguarding Hub or Children's Advice and Support Service. This may be done tentatively and without giving names in the first instances.

4.2

The DSL will take advice from the Multi-Agency Safeguarding Hub within 24 hours of any allegations or suspicions of abuse. Should the Multi-Agency Safeguarding Hub indicate that there is sufficient cause for concern, the matter must be treated as a child protection referral (in writing or with written confirmation of a telephone referral within 24 hours).

4.3

Referrals will normally be made by the DSL or one of the deputy DSLs. These should, wherever possible, be with the knowledge and/or consent of the child's parents other than in cases where obtaining such consent would:

- Lead to the child or other children being placed at risk
- Place any member of staff at risk (including situations where there is an allegation involving school staff)
- Lead to unjustified delay in making enquiries about allegations of significant harm; or
- Hinder or impede a proper criminal investigation by allowing possible interference with evidence.

4.4

If it has been thought necessary to make a referral without informing the parents, then this must be made clear to the Multi-Agency Safeguarding Hub (or the Integrated Access Team for the relevant Local Authority for the child's home address) when making the referral. The final decision regarding informing parents should then be made jointly between the person making the referral and the Multi-Agency Safeguarding Hub (or the Integrated Access Team for the relevant Local Authority for the child's home address).

4.5

If it has not been possible to contact the parents, it is not appropriate to delay the referral.

4.6 Information for a Referral

- Child's name, date of birth, address and physical description
- Any uncertainty about the identity of the child to be highlighted
- Names of other children in the family/care relationship
- Contact numbers and names of parents or carers with parental responsibility
- Child's GP
- Names of any contacts in support agencies involved with the child or family, whether statutory or voluntary
- Child's and parents'/carers' ethnic origin
- Language spoken at home and any need for interpretation
- Any background information or previous concerns
- Nature of current concerns
- How and why the concerns have arisen

- Child's current location and emotional and physical condition
- What appear to be the needs of the child and the family
- The nature of past and present involvement with the child and/or family members
- Is urgent action necessary to protect the child from harm?

4.7

Referrals should be made by phone without delay with the information available, even if not all of it is to hand. This must be followed up with written confirmation within 48 hours. The person contacting the Children's Advice and Support Team (CASS), MASH (or equivalent for the Local Authority in which the child resides) should make it clear whether advice is being sought or whether a referral is being made. The person should clarify the information that s/he has given and record the name of the person to whom s/he has spoken. The person should also try to get a definite time for a follow up report. The **Emergency Duty Team (0121 675 4806)** for children living in the Birmingham area, can be contacted out of normal hours. Some Local Authority contact details for children not living in the Birmingham area are listed at the start of this Policy or alternatively they can be obtained via the Local Authority websites. The Local Authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff who have made the referral should follow up on a referral should that information not be forthcoming.

4.8

If a staff member has **significant concerns about a child** and passes information to the DSL or one of the deputy DSLs but no referral is made the staff member should be told and the reasons why. If the staff member disagrees with this decision then the staff member has a duty to take the matter further, possibly to the extent of making a referral to the Multi-Agency Safeguarding Hub (or the Integrated Access Team for the relevant Local Authority for the child's home address).

4.9

At the end of the referral discussion the referrer and the Multi-Agency Safeguarding Hub should be clear about the proposed action, who will be taking it, timescales and if no further action, the reason for this decision. The outcomes will be:

- No further action and/or signpost to other agencies
- Early help – referrals within Early Help Assessment and Our Family Plan based on the Birmingham Signs of Safety and Wellbeing Practice Framework and the child's lived experiences
- Further specialist assessment required to help the local authority decide what further action to take
- Child in Need services – assessment to be undertaken by the Multi-Agency Safeguarding Hub under section 17 of the Children Act 1989
- There is reasonable cause to suspect the child is suffering or is likely to suffer significant harm leading to an assessment and Section 47 enquiries
- The child requires immediate protection and urgent action is required.

Assessment needs to have been done by a qualified social worker and a decision made by a social case manager within one working day. The referrer should follow this up if a response has not been forthcoming within this time frame. All discussions and decisions made should be recorded in writing together with the reasons for decisions.

4.10

If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) should press for re-consideration to ensure that their concerns have been addressed and, most importantly, that the child's situation improves.

4.11

The local child protection agency will be informed of any serious accident or injury to, or the death of, any child whilst in the care of the School and any advice given will be acted upon

4.12 Dissemination of information on a 'Need to Know' Basis

Information is disseminated to other professionals by the DSL or one of the deputy DSLs on a 'need to know' basis. Such information will be dealt with in a confidential manner. Staff will be informed of the relevant details only if this will improve their ability to deal with and individual child and/or family. A written record will be made of what information has been shared with whom, and when. Staff with whom information might be shared might include:

- Class Teacher/senior staff with pastoral responsibilities
- Subject /cover staff
- School Secretary/person with responsibility for following absences
- SENCO (if involved)
- Teaching Assistant
- School Matron /other medical staff
- Relevant external agencies

5. RECORD KEEPING (CHILDREN)

5.1

It is important to record factually what has been said and observed, detailing times, dates, places and the sequences of events, and avoiding interpretation or summary. Dates of all entries should be clear and signed by the member of staff. Initial reports may be used in subsequent proceedings including any court proceedings and the school will have to disclose their information if a court requires it.

5.2 Incident Report Forms (Appendix 7)

These are available for all staff in the Prep Staff Work Room, the Houses and the Pre-Prep Office and, once completed, must be given to the DSL or one of the deputy DSLs for appropriate action. The DSL must give each Incident Report Form a number, based on the school's own Incident Book. Incident Report Forms are stored by the DSL separately from the child's main school records and the Forms are exempt from access by parents or pupils.

5.3 Incident Book

The Incident Book contains a brief record of the incident and refers to the Incident Report Form or separate child protection record. No information about the incident is recorded in the book. The Incident Book is a hardbound book so that pages cannot be added or removed. Each incident is given a number and the number is recorded on the relevant Incident Report Form. The Incident Book is stored in the DSLs Office and is exempt from access by parents and pupils. All of the information about the incidents is on the Incident Report Forms, each of which has a number and is filed in the child's own child protection records.

5.4 Child protection records

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If staff members are in doubt about recording requirements, they should discuss these with the DSL or one of the deputy DSLs. Child protection records contain all documentation giving full details of individual cases including, the nature of the event, observations or information; the action taken, by whom, and the outcome of the action; if no action was taken the reason for this must be recorded; the dates and times of events and actions taken; the full names and job titles of all people and services involved; the name of the person making the note (in print). Each record must be signed and dated. They are stored in a secure place by the DSL. Family files are not maintained; files only pertain to the individual child concerned. Parents and pupils are not allowed access to these records. Parents will be aware of the information held on their child(ren) and they are kept up to date regarding any concerns or developments by the appropriate member of staff, which will usually be the DSL or one of the deputy DSLs. Information which would put a child at risk of significant harm will not be disclosed to a parent. Access to these records by staff other than the DSLs will be restricted and a written record will be kept of who has had access to them and when. The DSL maintains a Safeguarding Chronology Form for each child for whom there are child protection concerns.

5.5 Pupils' School Records

These contain dated entries referring to child protection records stored elsewhere. Pupils' School records are available to all staff and can be seen by parents. The confidential child protection record should be retained whilst the pupil remains at the School.

5.6 Transfer of Records when a child leaves the School

If a child has a Child Protection Plan and leaves the School, then

- The Birmingham Children's Trust Key Worker must be informed immediately by phone
- The new school should also be informed immediately by phone
- Child Protection Records must be passed to the receiving school within 15 school days under confidential cover to the DSL of the new school marked 'Private and Confidential'. The transfer of records should be recorded on a form available from Children's Multi-Agency Safeguarding Hub. The Blue Coat School must then ensure that the records have been received by making a telephone call or

by personal contact with the Head Teacher or DSL of the receiving school. This contact should be logged by both schools.

5.6.1

If a child does not have a Child Protection Plan and leaves the School, the DSL or one of the deputy DSLs must make a judgement about what information is passed onto the new school. In some cases, a summary of the child protection concerns will need to be passed on. This will enable the new school to be in a better position to safeguard the child. A 'Transfer of Records' Form must be completed, and the records must be transferred within 15 school days. The Blue Coat School and the receiving school must keep a copy of the Transfer of Records Form.

APPENDIX 4 ALLEGATIONS ABOUT MEMBERS OF STAFF (including SUPPLY STAFF), GOVERNORS AND VOLUNTEERS

1.1

The School follows the guidance in KCSIE in full in respect of such allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This guidance also applies in all cases where it is alleged that a teacher or member of staff (including supply staff and volunteers) has behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children. This applies to members of staff (including supply staff) or volunteers regardless of whether the alleged abuse took place at The Blue Coat School.

1.2 Supply staff

1.2.1

In some circumstances, the School may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply (for example, supply teachers provided by an employment agency or business). The School should ensure that any such allegations are dealt with properly. In no circumstances should the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. Governing bodies should discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school, whilst they carry out their investigation.

1.2.2

Although the agency will be involved, the School will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. Further details are set out in *Keeping Children Safe in Education 2020*.

1.2.3

The School should inform agencies of its processes for managing allegations.

1.3

Keeping Children Safe in Education (2020) states that in 'Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school or college's attention and appear to meet the criteria, so they can consult police and children's care services as appropriate.' Further details of this specific procedure are set out in the Section on Allegations about a member of staff, governor or volunteer in the procedures of Birmingham Safeguarding Children Partnership and also in *Keeping Children Safe in Education*.

1.4

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

- **Physical** For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, and texts, images via social media, sexual assault and rape.
- **Neglect** For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Spiritual Abuse** For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

1.5

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

1.6

Allegations made concerning a member of staff (including supply staff) and visitors must normally be made to the Headmaster; but if another member of staff is told first, he or she will ensure that the Headmaster is informed immediately without fear of disciplinary action for “whistleblowing” in good faith. This should be done without informing the subject of the concern or allegation. If the Headmaster is unavailable, the Chairman of Governors should be told at once. The Headmaster must contact Birmingham Children’s Trust Designated Officer (LADO) Team immediately for a consultation without the member of staff having been alerted.

1.7

If the concern relates to the Headmaster, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer in Birmingham Children’s Trust (LADO) and they will decide on any action required. (See also 5.5 below.)

1.8

If the safeguarding concern relates to the Chair of Governors or a member of the governing body, then the concern must be made directly to the Birmingham Children’s Trust Designated Officer (LADO) Team who will decide on any action required.

1.9

The Headmaster should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headmaster should make immediate contact (within one working day) with Birmingham Children’s Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The Headmaster will consider with Birmingham Children’s Trust Designated Officer (LADO) Team, the nature, content and context of the allegation and agree a course of action including any involvement of the police. Where an allegation has been made against the Headmaster, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. The Headmaster must not be informed of the allegation prior to contact with the Chair of Governors and LADO Team.
- The LADO Team will liaise with the Headmaster (allegations in respect of a member of staff or volunteer) or Chair of Governors (allegations in respect of the Headmaster) and advise about action to be taken, and may initiate internal referrals within Birmingham Children’s Trust to address the needs of children likely to have been affected.
- Discussions should be recorded in writing and any communication with both the individual and the parents of the child/children agreed, including the outcomes of the decisions and the justification for these. The Headmaster (or in the case of an allegation against the Headmaster, the Chair of Governors) will be the Case Manager and as such will be responsible for informing the accused person and the parents of the child or children about the allegation as soon as possible after consulting with the LADO Team providing as much information as possible at that time unless a strategy discussion is needed or police or Birmingham Children’s Trust services need to be involved. In this case agreement about the information to be disclosed will need to be confirmed. The Headmaster will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school’s own internal procedures.

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

- If the Headmaster decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.

1.10

The School understands its responsibilities in respect of the restrictions that apply to the reporting and publishing of allegations against teachers and as such will make every effort to maintain confidentiality and guard against unwanted publicity, including advising the parents of the child(ren) involved of these requirements. The School understand that these restrictions apply up to the point where the accused person is charged with an offence or the DfE or Teaching Regulation Agency publish information about an investigation or decision in a disciplinary case. However, the School will keep parents informed of the progress of the case and they will be told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process in confidence.

1.11

Staff or Governors who identify a child protection concern about the Headmaster or a DSL must **immediately** inform the Chair of Governors who must contact the Local Authority Designated Officer Team (LADO) in Birmingham Children's Trust. The Headmaster or DSL should not be alerted. The LADO or the Assistant Director Safeguarding and Development will liaise with the Chair of Governors and they will decide upon any action required. If the actions of the Headmaster raise child protection concerns and if the matter requires referral under the child protection procedures, the Assistant Director Safeguarding and Development and the Chair of Governors will agree who makes the referral and attend any position of trust co-ordination meetings. The Chair of Governors will also notify the DSL of the allegation or concern. If the actions of the Headmaster do not raise child protection concerns but do raise other issues, these issues (including any training need or action following an unfounded allegation) should be addressed through the school's internal procedures. If the allegation or concern is without foundation and no further action is necessary, the Assistant Director Safeguarding and Development will record the reasons for this decision and will arrange for the Headmaster to be informed. As soon as it is deemed appropriate to notify the Headmaster of an allegation, the Chair of Governors will advise him that he should seek advice and support from his Trade Union or Professional Association, or other adviser if not a union member. The Chair of Governors is responsible for making any urgent decisions that may be necessary regarding the suspension of the Headmaster during an investigation with due consideration to the requirements of *Keeping Children Safe in Education*.

1.12

Where the allegation is against the Chair of Governors or a member of the governing body, the referral should be made to the LADO team directly.

1.13

A referral to the DBS must be made if the criteria as set out in KCSIE are met even if the accused person resigns or ceases to provide their services. It will not be appropriate to reach a settlement/compromise agreement.

2. Additional Points

2.1

If a member of staff felt unable to raise an issue with the DSL or one of the deputy DSLs or the Headmaster or if they felt that their genuine concerns were not being addressed, then the member of staff should contact the Birmingham Children's Trust Designated Officer (LADO) Team directly (concerns about a member of staff – including supply staff and volunteers) or the Multi-Agency Safeguarding Hub or Children's Advice and Support Service (concerns about a child). An NSPCC whistleblowing helpline is available Monday – Friday from 8 am to 8 pm (0800 028 0285) or email: help@nspcc.org.uk.

2.2

Inappropriate behaviour displayed by other members of staff, or any other person working with children must be reported to the DSL or one of the deputy DSLs or to the Headmaster. Examples of inappropriate behaviour are set out in 1.1 above.

2.3

Staff living in school accommodation, who are suspended, will be required to remain off-site for the duration of their suspension.

2.4

The School recognises that it has a duty of care to its employees. Effective support is provided to anyone facing an allegation and a named contact is provided for the employee if s/he is suspended. Any allegations against a teacher, member of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection of the child and, at the same time supports the person who is the subject of the allegation.

APPENDIX 5 PREVENTATIVE GUIDANCE FOR STAFF WORKING WITH CHILDREN

1. INTERVIEWING CHILDREN

1.1

Staff should be aware of the danger of interviewing children in private. Confidential interviews should, if possible, take place in a room with visual access, or with the door open, or in a room or area likely to be visited by other people. Staff should ensure that another adult is aware of such interviews.

1.2

Pupils showing signs of distress or anxiety in a one-to-one situation should be treated sensitively. If possible, another adult should be summoned, or an offer made to the child to return to a more open situation, e.g. a group or classroom.

2. PHYSICAL CONTACT WITH PUPILS IN CIRCUMSTANCES OTHER THAN RESTRAINT

2.1

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by section 93 of the Education and Inspections Act 2006. Some physical contact may be necessary to demonstrate exercise or techniques during PE lessons, sports coaching, instrumental music lessons or DT, or if a member of staff has to give first aid. Young children and those with SEN may need staff to provide physical prompts or help, which may include assistance with personal hygiene. Touching may also be appropriate where a pupil is being congratulated or praised, or where the pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

2.2

There may be some pupils for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or because they have been abused. It is important that staff who may come into contact with these pupils or groups of pupils should have the relevant information and that the School has a system for informing them. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

2.3

Any apparently sexualised behaviour exhibited by younger children should be discouraged in a sensitive, low-key but non-reinforcing manner, e.g. by tone of voice, facial expression and physical distance. Such behaviour may be indicative of abuse and should be discussed with the DSL or one of the deputy DSLs.

2.4

Additional guidance about physical contact is set out in an appendix of the School's Behaviour Management and Exclusions Policy.

2.5 Personal Hygiene Changing

2.5.1

In Pre-Prep staff change children who have soiled themselves in the toilet areas which have open access to all children. Other staff are always in close proximity whilst a child is being changed.

3. THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

3.1

The Blue Coat School Policy on The Use of Force to Control or Restrain Pupils is set out in an appendix of the School's Behaviour Management and Exclusions Policy.

4. OTHER GUIDANCE

4.1 General

- The welfare of the child should be paramount at all times
- It is the responsibility of all staff to safeguard and promote the welfare of the children

- Staff are responsible for their own actions
- Staff should work **and be seen to work** in an open and transparent way
- Staff should be visible and open in their practice and, when possible, work with children in an open and visible setting
- Staff should ensure that colleagues know where they are and what they are doing
- Staff should ensure that if anything goes wrong that they inform the DSL or one of the deputy DSLs or the Headmaster as soon as possible
- Any 1:1 interviews, tutorials or detentions must be held in the vicinity of other staff
- Auditions (e.g. drama, music) and music technology sessions must avoid 1:1 situations
- 1:1 situations on school trips should be avoided wherever possible
- Staff should avoid taking one pupil in their own car
- Staff must not give their personal mobile phone number(s) to pupils, nor must they communicate with them by text message or personal email. The school telephone must be used in cases where staff need to speak to a pupil by phone.

4.2 Personnel

4.2.1 Care staff, support staff, technicians and contractors

Care staff, support staff, technicians and contractors should avoid individual contacts taking place in isolated and unsupervised areas.

4.2.2 External extra-curricular providers

External providers (Chess, Science, Speech, Ballet, etc) are governed by the same principles as other staff.

4.2.3 Visiting Music Staff

- Peripatetic music teachers should avoid teaching in areas which cannot be observed
- All rooms used for peripatetic music lessons must be fitted with large window panels
- All peripatetic music lessons should take place with another adult in the building.

4.3 Venues

4.3.1 Chapel

- 1:1 music lessons are forbidden in the Chapel
- The rehearsing of drama or Chapel readings must be undertaken in groups of at least two pupils.

4.3.2 Health Centre

- Sensitive examinations and/or treatments must be undertaken in the presence of two adults and only in exceptional circumstances
- All patients must be logged by their time of arrival and departure, and the treatment received.

4.3.3 Houses

- There must always be at least two staff members on supervisory duty in each building
- 1:1 interviews should be avoided except in the vicinity of other staff
- Staff WCs must be separate from the pupils' WCs.

4.3.4 SEN

1:1 SEN sessions must be held only in those rooms fitted with glass panels

4.3.5 Sports Centre

- The changing rooms should be supervised at all times, and staff should always avoid 1:1 situations
- The use of mobile phones is forbidden within the changing rooms.

4.3.6 Stockrooms

The use of such rooms by children is expressly forbidden.

4.3.7 Travel on campus

Travel to and from School buildings should, where possible, involve two or more children, both during the school day and before and after school.

4.4

Following any incident where a child has been distressed or restrained, or where unusual physical contact has occurred, a written report should be made immediately to the Headmaster.

APPENDIX 6 PREVENTING VIOLENT EXTREMISM AND RADICALISATION

1. Indicators of Vulnerability to Radicalisation

1.1

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extreme views can include views justifying political, religious, sexist or racist violence or rigid and narrow ideology that is intolerant of diversity and which can leave a child vulnerable to future radicalisation.

1.2

Extremism is defined by the Government in the Prevent Strategy as: ‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.’

1.3

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

- Encourage, justify or glorify terrorist violence in furtherance of 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.’

1.4

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.

1.5

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

1.6

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

1.7

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

1.8

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

2. Roles and Responsibilities of the Single Point of Contact

The DSL is the Single Point of Contact (SPOC) for The Blue Coat School. The DSL is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Blue Coat School in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator and sharing any relevant additional information in a timely manner.
- Assessing the level of risk within the school and putting actions in place to reduce that risk by considering things such as reviewing the school's RE curriculum, SEND Policy, assemblies, integration of pupils by gender and SEN, Anti-bullying Policy and the School Community, and then reviewing the Risk Assessment as part of the annual Section 175 Audit; and
- Ensuring that they keep abreast of current issues and potential risks in the local area by building relationships with local partners.

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

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

APPENDIX 7

CHILD PROTECTION NOTICE OF CONCERN / INCIDENT REPORT

THIS FORM MUST BE COMPLETED AND SIGNED BY MEMBERS OF STAFF WHO IDENTIFY POSSIBLE CHILD PROTECTION OR SAFEGUARDING CONCERNS

1. All child protection concerns must be reported immediately to the Designated Safeguarding Lead.
2. Record facts and do not make judgements (state dates, times, places, actual words used, what was observed, who was present, questions asked, etc.)
3. Do not delay if you need support filling in this form.
4. Any concerns about staff should be reported directly to the Headmaster. Concerns about the Headmaster should be reported to the Chair of Governors.

The Designated Safeguarding Leads for child protection are:

Mrs Helen Andrews – Main DSL

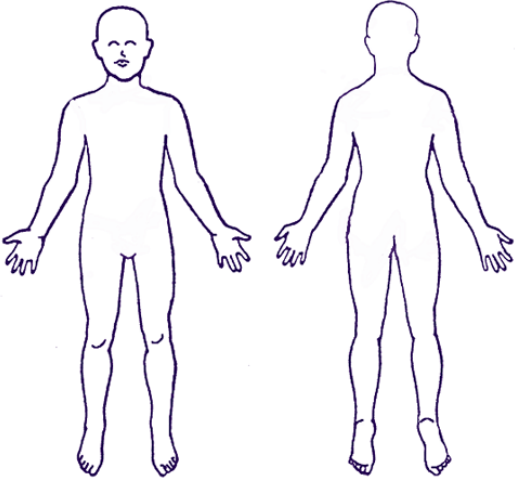
Mrs Helen West (Pre-Prep, including the EYFS) – Deputy DSL

Mr Robbie Newman (Prep) – Deputy DSL

Mrs Tracey Palmeri (Prep) – Deputy DSL

They have delegated responsibility. In their absence, contact The Headmaster.

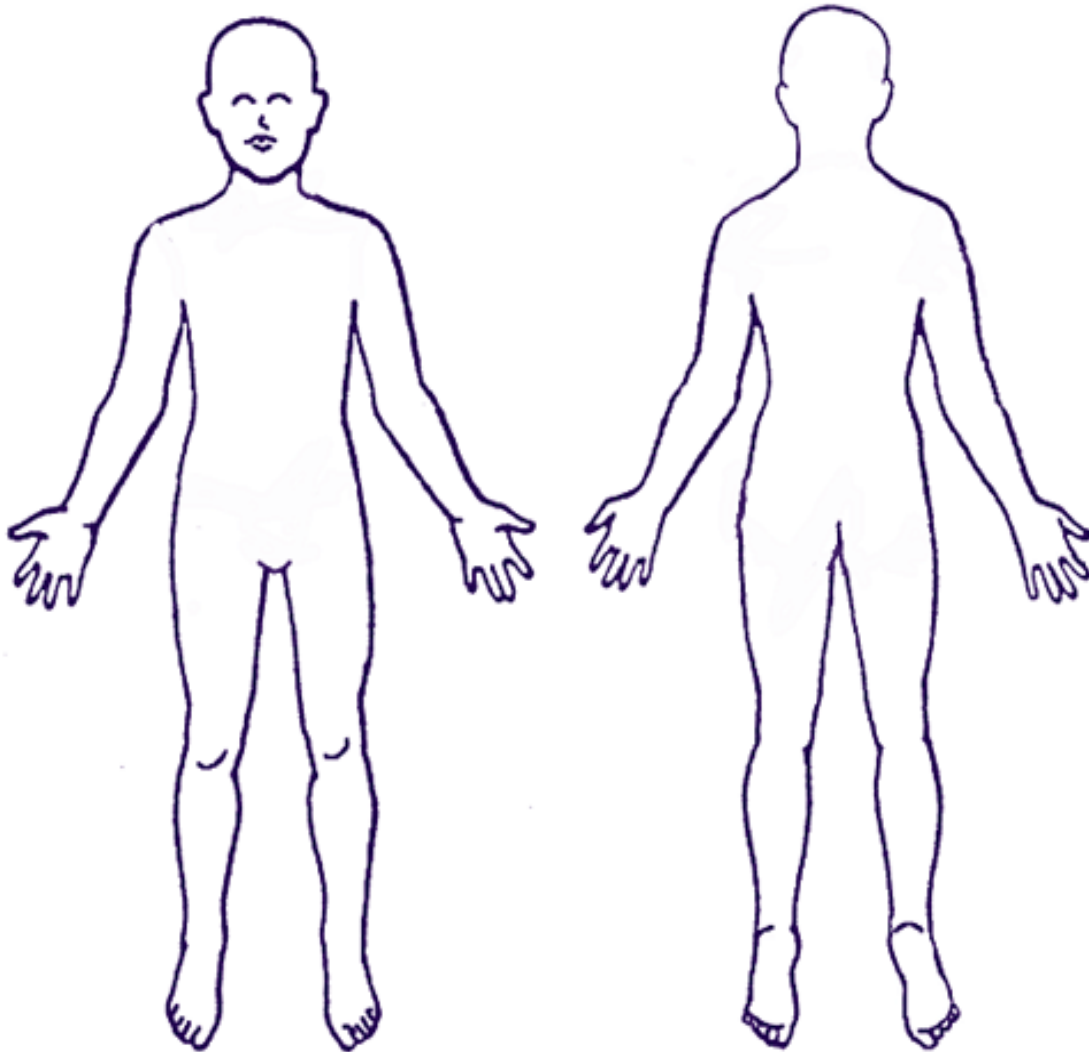
DETAILS OF INCIDENT

| | | |
|---|--|--|
| Date and Time of Incident: | | |
| Child: | House: | |
| Date of Birth: | Form: | |
| Summary of incident/discussion: | | |
| |  | |
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| | | |
| | | |
| | | |
| Immediate Actions taken by staff: | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| <i>(Attach and sign additional pages if needed)</i> | | |
| Signed: | Role: | |
| Print: | Date: | |

CHRONOLOGY BODY MAP

| | |
|-----------------------|-----------------|
| Child's Name: | Class: |
| Date of Birth: | Address: |

This Form must be added to each time an injury is noted on the child by shading and dating the injured area on the 'Body Map'. A very brief description of the injury, the date, the Bound Book reference number and signature of the DLS. Any possible Child Protection or Safeguarding concerns must be reported immediately by the person noting the concern. The facts must be recorded. Do not make judgements. Record dates, times, places, actual words, what was observed, who was present, and questions asked.



| Date | Bound Book Ref Number | Description | Signature |
|------|-----------------------|-------------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |

APPENDIX 8 PROCEDURES FOR THE ENFORCED CLOSURE OF THE SCHOOL & DURING A PHASED OR FULL RETURN TO SCHOOL

I. BACKGROUND

I.1

This Appendix contains additional guidance for staff and volunteers during any prolonged period of enforced closure of the School for the majority of pupils and for a phased return of pupils to school. It also sets out some additional safeguarding principles during a full return to school. However, when the school is fully open the principles and practices of this Policy including the associated appendices should be followed in full. This Appendix will be updated as and when any new, relevant guidance is issued or in line with the provision at the School.

I.2

The fundamental safeguarding principles still pertain during any period of enforced closure, namely:

- The best interests of the children must always continue to come first with regard to safeguarding.
- All children have a right to be safe and feel safe in school and should be protected from harm, abuse and neglect. This includes periods of remote learning when a child is not physically in school.
- Parents/guardians have an important role in supporting the school in safeguarding the children, and they are encouraged to discuss any issues or worries.
- If anyone has a safeguarding concern about any child, then they should continue to act and act immediately.
- The DSL or a Deputy DSL will be available.
- Unsuitable people will not be allowed to enter the children's workforce.
- Children should continue to be protected when they are online.
- All online contact with the children will be via School email addresses and never from personal email addresses.

I.3

During a period of enforced closure of the School for the majority of pupils, some pupils will be being educated at home via distance learning whilst others such as the children of Critical Workers or vulnerable children will be educated at school. Distance Learning and teaching at school will not necessarily be provided by a child's Class Teacher, Form Tutor or subject teacher.

I.4

During a period of a children returning to school either as part of a partial or full return to school, staff must be aware that additional safeguarding concerns might be identified. Staff should be vigilant for such concerns and notify the DSL or a Deputy DSL immediately where concerns are identified for children returning to school (see also 1.6 below). The DSLs will ensure that records of concerns about children are maintained accurately and are kept updated as required for children in school and for children not attending school.

I.5

Parents are asked to provide the school with information about changes regarding the welfare, health and wellbeing of their children prior to their return to school.

I.6

All staff are required to follow School policies including the procedures as set out in this Policy and they must report any concerns about a child to the DSL, or a Deputy DSL immediately. A DSL will be available at School at all times when the children are present. All DSLs are also available via telephone on the numbers provided to staff.

I.7

During a period of enforced closure or a partial return to school, the Headmaster, Mr Noel Neeson can also be contacted by telephone on the number provided to staff. He should be contacted directly if there are any concerns about a member of staff. If there are any concerns about the Headmaster, then the Chair of Governors should be contacted by making request to the Headmaster's PA for his personal email address. Referrals will be made to the Teaching Regulation Agency via email to Misconduct.Teacher@education.gov.uk should this be deemed necessary and as set out in this Policy.

1.8

All interactions with the children as set out in this appendix will be carried out by Blue Coat School Staff or by the Visiting Music Teachers who have provided lessons to the children prior to the enforced closure. All the relevant employment checks have been carried out on all such staff, including the Visiting Music Teachers. No additional staff or volunteers will be utilised by the School during the period of any enforced closure of the School or as children return to school. Staffing rotas are maintained by the DSL as a record of staff who are working directly with the children each day. DSLs also ensure that records of staff working with the children are maintained during a phased return.

2. PROVISION

2.1

Staff will be particularly alert to any potential safeguarding concerns during any period of enforced closure of the school and during a phased and full return of pupils to the school. This includes, but is not limited to, the following: changes in a child; changes in family situations; mental health issues; online safety; domestic abuse; peer-on-peer abuse and cyber bullying. Staff should pay specific attention to any concerns about online safety and be alert to any child who might be at risk. Staff will ensure that any such concerns are reported to the DSL or a Deputy DSL immediately so that the matter can be investigated and so that appropriate support can be provided to the victim and a course of action agreed for the perpetrator, where relevant.

2.2 Mental Health

2.2.1

A period of enforced closure of the school will have a significant impact on the lives of the children, their parents and the staff. Advice from Public Health England on mental health issues is available [here](#). Staff should be alert to signs of stress or anxiety in the children during interactions either remotely or in person for those children still attending school or returning to school, including during a full return to school for all children, some of whom will not have been in school for an extended period. Staff should be aware that children may have lost some of their usual communication channels such as with daily interactions with their peers or wider family members.

2.3 Telephone Calls

2.3.1

During a prolonged period of enforced closure of the School, the following provision will be made:

- Blue Coat School members of staff will contact all children by telephone, but withholding their number if they are using their own phone, to speak to them and to check on their wellbeing. The calls will normally be made by Class Teachers (Pre-Prep), Form or Pastoral Tutors (Prep). The calls will be logged on iSAMS. Staff will make these calls on a regular basis – weekly for some children and every two to three weeks for others depending on their vulnerabilities. Children might also be contacted during a longer holiday period such as the Easter holidays. Staff will also continue to contact children who do not return to school from the specified year groups during a phased return or who are not able to return to school.
- Pastoral leaders will also make regular calls to children receiving specific pastoral support and these will also be logged on iSAMS.
- If a specific concern is identified during the telephone call, then the DSLs will be informed directly and an assessment of the child's needs will be carried out using the principles as set out in Right Help, Right Time.

2.4 Online Learning

2.4.1

During a period of enforced closure of the School, term time teaching will be as follows:

- Nursery children will be sent a weekly range of activities for completion at home. These will be sent via a password protected web page and Nursery parents will be able to communicate with staff via email about the work their child has completed.

- In the event that a class cohort of Nursery children are required to self-isolate, then live online provision will be made for them via Google Classrooms at set times during the day.
- Children in Reception, Years 1 to 6 will have their lessons online via Google Classrooms. Staff will interact with the children 'live' during allocated teaching periods. Staff will be expected to inform the DSLs of any child who is not participating in the lessons so that this can be followed up as required. They must also inform the DSLs of any concerns about a child.
- Children who would normally have specific one-to-one teaching might be allocated specific slots for one-to-one work with a teacher where possible. This might be via an online platform or on the phone. Because of the requirements for social distancing, there will be no direct face-to-face one-to-one teaching during the period of enforced school closure. Summaries of the teaching that has taken place will be recorded on the school Management Information System. The Learning Support staff will monitor any specific online work completed by these children and will provide feedback to parents and children.
- Individual Music lessons will be delivered by the Visiting Music Teachers via Zoom provided that another adult is in the room with the child. Zoom communications will only be conducted if parents have agreed to the specific Terms and Conditions for this and these 'lessons' will be conducted under the principles of these Terms and Conditions. Zoom conversations will only be carried out with the child if a parent or another relevant adult is also present.
- All parents will be expected to support their child with online safety and as such they have been issued with the School's Remote Learning Policy and the relevant ICT Acceptable Use Policy. All parents are required to sign their agreement of these policies prior to any direct online learning taking place. Policies will be re-issued to parents in the event of a further lockdown after a return to school to ensure that all parents are updated with current requirements.

2.4.2

The School will continue to monitor online usage as far as is possible through its current filters and monitoring systems. Staff will ensure, as far as is possible, that they recommend appropriate and suitable online materials for the children from recognised or previously used sites. The IT systems will be maintained by the IT Team including the Estates and Compliance Officer and the Director of ICT. Staff can obtain further information regarding online safety by clicking [here](#). Part 1, Section 7.3 of this Policy also sets out requirements in respect of Online Safety. Parents and children are also reminded about the importance of online safety and of the support that is available from Childline, UK Safer Internet Centre and CEOP for advice about making a report about online abuse.

2.4.3

All staff must comply with the requirements of School policies including the COVID-19 Policy, the Remote Learning Policy, the ICT Acceptable Use Policy, the Online Safety Policy and the Staff Code of Conduct.

2.5 Children of Critical Workers and Vulnerable Children

2.5.1

During a period of enforced closure, the School may remain open to the children of Critical Workers and Vulnerable Children as defined by the Government. These children will complete the Distance Learning activities at school under the direct supervision of a member of staff from The Blue Coat School.

2.5.2

Registers of attendance will be maintained by Blue Coat School staff and information will be submitted to the Department for Education and other statutory bodies if required. Registers will be kept by the School for a period of up to 3 years. The DSLs will monitor the attendance and will follow up on any children that were expected to attend and have not attended where this is necessary, particularly for any children identified as vulnerable.

2.6 Children returning to School as part of a Phased Return

2.6.1

During a period of a phased return to School, all Government guidance will be followed. This includes guidance on staff: pupil ratios; social distancing; hygiene requirements; actions to be taken in the event of someone becoming unwell and safeguarding principles.

2.6.2

Children may be allocated to different groups within their year group; they may be taught in different rooms by different teachers; and daily routines will be amended in line with Government guidance. All staff allocated to teach or assist with supervising the children will be Blue Coat School staff. All staff will be informed of any specific concerns or welfare matters for the children in the group for whom they are responsible. Class Teachers or Form Tutors will also be available via email or phone to discuss the needs of any child who would normally be in their class/form.

2.6.3

The needs of any child who does not return to school as part of a phased return will be monitored by the Class Teacher/Form Tutor. Distance Learning provision for such children will cease but worksheets for the week's work will be available should parents wish to access these. Attendance registers will be maintained for children in the returning year groups so that any absences can be reviewed.

2.6 Right Help, Right Time

2.6.1

Where concerns are identified about a child such as through the telephone conversations, through distance learning, through the phased return of children, through in-school provision for vulnerable children and for children of Critical Workers, then the member of staff identifying the concerns must inform the DSL or a Deputy DSL as set out in 1.4 and 1.6 above and as set out in this Policy. The DSL will assess the child's needs using the Right Help, Right Time criteria. If a child is thought to be at risk or if their needs appear to be significant and complex then the DSL will make a written referral to Birmingham Children's Trust. Parents will be informed that the referral is being made so that consent can be obtained. However, if a child is thought to be at immediate risk or if it is thought the lack of parental consent is placing the child at risk, then the referral will be made without consent.

2.7 Vulnerable Children, Child Protection Plans, Child In Need Plans, EHC Plans

2.7.1

The DSLs will keep the list of Vulnerable Children under regular review, throughout a period of enforced closure, a phased return and a full return to school. Additional interventions will be implemented for children for whom the DSLs feel this is required and they may be encouraged to attend school if this is thought to be beneficial by the DSLs with the agreement of the Headmaster. This might include additional pastoral support which will be logged on iSAMS and be monitored by the DSLs. The DSLs will complete Risk Assessments for any such Vulnerable Children to ensure that the provision is relevant and that it is supporting the needs of the child. The Risk Assessment will be reviewed by the DSL in conjunction with the Deputy DSLs at least every two weeks during term time. Information will be shared with other professionals such as Birmingham Children's Trust where required.

2.7.2

Where there are children on an EHC Plan, a Child Protection Plan or a Child in Need Plan, the DSLs will ensure that the needs of these children are assessed, and they will ensure that any additional support measures are implemented. A Risk Assessment will be completed which will be reviewed by the DSL in conjunction with the Deputy DSLs at least every two weeks during term time. Information will be shared with other professionals such as Birmingham Children's Trust where required. The DSLs will notify a child's social worker if a child with a social worker does not attend school. The DSL will ensure representation by a Blue Coat School member of staff at any meetings as required by external agencies wherever practicable and possible and they will ensure that they continue to work with children's social workers and the Local Authority Virtual School Head for Looked After Children or previously Looked After Children where this is relevant.

2.8 Risk Assessments

2.8.1

All staff have been issued with a generic Online Safety Risk Assessment covering the additional potential risks to children during any period of enforced closure which includes direct learning for vulnerable children and children of Critical Workers or online learning for other children.

2.8.2

Where there are concerns about a child's welfare, the risks will be assessed, and appropriate action will be taken to reduce those risks as far as is possible during an enforced closure of the school. The risk assessment will be regularly monitored and reviewed. All staff who are teaching the child during an enforced closure either directly for Vulnerable Children and children of Critical Workers or via online learning and all staff who are involved in supporting the child will be kept informed of the strategies, approaches and risk assessment.

2.8.3

The Risk Assessment will include:

- The nature of the welfare issue.
- Who might be harmed?
- The measures that are already in place
- Any further actions necessary – by whom and action dates
- Monitoring and review

2.8.4

Risk Assessments and Reviews will be kept in the child's Child Protection record.

2.8.5

Comprehensive Risk Assessments have been devised for different phases of the return to school, including the full return to school under the COVID-19 restrictions. Staff have been consulted on its provisions. All staff are expected to read this and comply with it. All staff are also required to read and comply all other related policy and guidance documentation. They are also expected to ensure that the children follow the requirements of the Behaviour Management and Exclusions Policy including the additional appendix relating to Additional expectations due to COVID-19 restrictions.

2.9 DSL Training

2.9.1

Under the guidance for the COVID-19 pandemic in respect of DSL training, training will not be deemed to have expired whilst it is difficult to access DSL training. DSLs and Deputy DSLs will endeavour to keep up to date with any safeguarding newsletters, briefings or information. They will access refresher training as soon as it becomes available. To date, the DSLs have been able to maintain the currency of their training through online training provision.

3. POLICY REVIEW

3.1

This appendix to the School Safeguarding and Child Protection Policy will be kept under regular review and will be revised as and when new advice becomes available from the DfE, from Birmingham City Council or from any other relevant agency.

3.2

The full Safeguarding and Child Protection Policy will be available to parents on the School website and they will be informed of any amendments as and when these arise.