The Blue Coat School

SAFEGUARDING & CHILD PROTECTION POLICY

Approved by the Governors' Safeguarding, Health and Safety Committee on _____

Signed: _____

(H Andrews – Chair of Safeguarding, Health and Safety Committee)

This Safeguarding and Child Protection Policy was devised by the DSL and the Headmaster in consultation with the Senior Leadership Team.

Date of Next Review: Michaelmas 2027

The Blue Coat School Birmingham Limited

SAFEGUARDING AND CHILD PROTECTION POLICY

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USEFUL TELEPHONE NUMBERS

Designated Safeguarding Lead (DSL) for The Blue Coat School: Ms Sacha Benjamin-Coker (0121 410 6800) 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 *(Contact Here)*
Birmingham Safeguarding Children Partnership, Birmingham Children's Trust, PO Box 16616, Birmingham, B2 2HN
0121 464 2612 (Monday – Thursday: 08:45am – 5:15pm & Friday: 8:45am – 4:15pm).
E**: BSCP.ContactUs@birminghamchildrenstrust.co.uk**

MULTI-AGENCY SAFEGUARDING HUB (MASH) & CHILDREN'S ADVICE & SUPPORT SERVICE (CASS) *(Contact Here or Here)*
0121 303 1888 *(Monday – Thursday: 8.45am – 5.15pm & Friday: 8.45 am – 4.15 pm)*
0121 675 4806 *(Emergency out-of-hours)*

EDUCATION EARLY HELP AND SAFEGUARDING TEAM *(Click Here)*

LADO TEAM *(Contact Here)*
T: 0121 675 1669
E: Ladoteam@birminghamchildrenstrust.co.uk

Children may live in other local authority areas including:

DUDLEY SAFEGUARDING PEOPLE PARTNERSHIP*(Contact Here)*
Normal Office Hours: **0300 555 0050 Option 3** (Mon – Fri: 9 am – 5 pm)
Emergency Duty Team: **0300 555 8574**

SANDWELL CHILDREN'S SAFEGUARDING PARTNERSHIP *(Contact Here)*
Sandwell Safeguarding Team: 0121 569 3100 (Office hours and out of office hours)

SOLIHULL SAFEGUARDING CHILDREN PARTNERSHIP *(Contact Here)*
Solihull Safeguarding Team: **0121 788 4325**
MASH Team: **0121 788 4300**
Emergency Duty Team: **0121605 6060**

WALSALL CHILDREN'S SERVICES (Multi-Agency Referral Form) *(Contact Here)*
0300 555 2866 Option 2 (Mon – Thurs: 8.45 am – 5.15 pm and Fri: 8.45 am – 4.45 pm)
Emergency Response Team: **0300 555 2922**

WORCESTERSHIRE CHILDREN'S SOCIAL CARE (Family Front Door) *(Contact Here)*
01905 822666 (Mon – Thurs: 9 am – 5.00 pm and Fri: 9 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

Email: counter.extremism@education.gsi.gov.uk

CHILDREN'S HOSPITAL

Switchboard	**0121 333 9999**
NSPCC:	**0808 800 5000**
CHILDLINE:	**0800 1111**

PART 1: SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION

1.1

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, neglect and exploitation. 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 immediate action to ensure that children and families receive help at the right time. Fears about sharing information must not be allowed to stand in the way of the need to safeguard children and promote their welfare.

1.2

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. The school aims to meet the DfE Cyber Security Standards for schools and colleges. The staff 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 with which the School has regard:

- *'Keeping Children Safe in Education' (KCSIE) September 2026 Here;*
- *DfE 'Safeguarding and remote education' (November 2022) Here and any other updated government guidance;*
- *'What to do if you are worried a child is being abused' March 2015 Here;*
- *Right Help, Right Time (version 7) updated June 2026 Here*
- *'Working together to Safeguard Children' March 2026 Here;*
- *'Information Sharing: Advice for practitioners providing safeguarding services to young people, parents and carers' May 2024 Here;*
- *'Disqualification under the Childcare Act 2006' August 2018 Here;*
- *'Prevent Duty Guidance: for England and Wales' 2023 Here;*
- *'The Prevent duty: and introduction for those with safeguarding responsibilities' September 2023 Here;*
- *'The use of social media for online radicalisation' July 2015 Here;*
- *'Mental Health and Behaviour in Schools' November 2018 Here;*
- *'Counselling in schools: a blue print for the future' February 2016 Here;*
- *West Midlands Safeguarding Children Procedures Here;*
- *When to call the police (National Police Chief's Council) Here;*
- *The Education Act 2011 Here*
- *Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance 2018 Here;*
- *'Teaching Online Safety in School' January 2023 Here;*
- *'Relationships and Sex Education (RSE) and Health Education' July 2025 Here;*
- *'Sharing nudes and semi-nudes: advice for education settings working with children and young people' Dec 2020 UKIS Advice Here and DfE Advice (updated March 2024) Here;*
- *'Multi-agency statutory guidance on female genital mutilation' July 2020 Here; and*
- *UK Data Protection Act (2018) Here;*
- *Behaviour in Schools 2024 HERE;*
- *Meeting digital and technology standards in schools and colleges DfE 2022, updated March 2025 & updated June 2026 HERE*
- *Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - 2023, updated February 2026 Here*
- *Domestic Abuse Act 2021 Here*
- *Early Years Foundation Stage Statutory Framework updated July 2026 Here*

- *Working together to improve school attendance July 2024, updated July 2026 Here*
- *Generative AI: Product Safety Expectations DfE January 2025, updated January 2026 Here*
- *Check a Teacher's Record June 2024, updated April 2025 Here*
- *Individuals prohibited from managing or governing school, November 2022, updated April 2025 , updated April 2026 Here*
- *Concerns of child sexual abuse and abusive behaviours Here*
- *Preventing child sexual exploitation Here*

1.3
The Blue Coat School's Safeguarding and Child Protection Policy applies to all children in the school including those in the Early Years Foundation Stage (Nursery and Reception).

1.4
The Blue Coat School's Safeguarding and Child Protection Policy and the Staff Code of Conduct are available for parents on the school website HERE. 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 Hubs. 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 24. 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 the Designated Safeguarding Lead (DSL): DSL for the EYFS and for the rest of the school – Ms Sacha Benjamin-Coker (Deputy Head Pre-Prep) or any of the Deputy DSLs – Mr Robbie Newman (Head of Prep and Second Master), Mrs Helen West (Head of Pre-Prep and Academic Head of Year 5,), Mrs Lindsay James (Deputy Head Prep), Mrs Naomi Ashman (Director of Learning Success) Mr Baden Hulbert (Head of Year 5, Director of Values and Outreach, Senior Schools Liaison) or Ms Rena Patel (Director of Able, Gifted and Talented). See Appendix 7 regarding the roles of the DSL and DDSLs.

2. PRINCIPLES, AIMS & EXPECTATIONS

2.1 Principles

2.1.1
Staff at The Blue Coat School follow the eight guiding principles of safeguarding as set out by the Birmingham Safeguarding Children Partnership which are to:
- Provide **effective** help and support as early as possible.
- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths.**
- Build **resilience** in families to overcome difficulties.

2.2 Aims

2.2.1
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
- Supporting the establishment to promote 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 and others safe, including online ensuring that this is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.
- 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
- Reducing the potential risks pupils face of being exposed to violence, extremisms, exploitation, discrimination or victimisation and
- Recognising risk and supporting Online Safety for children, including in the home.

2.2.2

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.
- All appropriate actions to be taken to address concerns about the welfare of a child, or children, including those considered to be vulnerable, 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 or Family Help Assessments and support plans, children in need plans and inter-agency child protection plans where appropriate, and providing appropriate support to the child(ren).
- Ensuring that allegations of child abuse, neglect or exploitation are not ignored.
- 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 immediately.
- All decisions and actions following any incident of abuse to be reviewed and evaluated.
- Monitoring and supporting children at risk including the perpetrator(s) and victim(s) of child-on-child abuse (see also Appendix 2).
- Working closely with parents/guardians/carers and support external agencies.
- Working closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- 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.
- Ensuring that all adults in regulated activity at The Blue Coat School who have access to children have been checked as to their suitability.
- Using the curriculum to raise the children's awareness, and build confidence and skills

2.3 Expectations

2.3.1

In order to protect the children at The Blue Coat School all staff will ensure that they:

- Are familiar with this Safeguarding and Child Protection Policy and the Staff Code of Conduct and their requirements and comply with them.
- Read Part 1 of *Keeping Children Safe in Education* and any subsequent updates and comply with them.
- Understand their role in relation to safeguarding.
- Promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities.
- Create a culture 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 and their lived experiences; and where children respect the views and values of others.

- Are alert to early signs and indicators of possible abuse, neglect, exploitation (See also Appendix 3), recognising that they are often, by virtue of their day-to-day contact and knowledge of the children, well placed to identify such abuse and offer support to children in need at the earliest opportunity.
- Deal with concerns and allegations of abuse from children following the procedures as set out in Part 2 and Appendix 3, informing a DSL immediately and provide a written account as soon as possible.
- Follow the Birmingham Safeguarding Children Partnership guidance set out for 'Early Help' Here and 'Right Help, Right Time' *Here* or make a referral.
- Provide support to pupils with regard to the protected characteristics as set out in the Equality Act 2010 as required and do not unlawfully discriminate against them.

2.3.2
Staff at 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 Data (Use and Access) Act 2025 is forwarded under confidential cover to the child's new school.

2.3.3
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
'Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.'

Keeping Children Safe in Education 2026 states that, 'Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.' More specific definitions and signs of abuse, neglect and exploitation are set out in Appendix 1.

3.2
Keeping Children Safe in Education 2026 states that, 'Safeguarding and promoting the welfare of children is defined …. as: Providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; 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, INDUCTION AND TRAINING

4.1 Safer Employment Practices

4.1.1
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). Further details are set out in the Policy for Recruitment, Selection and Disclosure.

4.2 Induction

4.2.1
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 including how to deal with child-on-child abuse,
- staff should receive and read a copy of this policy and other relevant policies such as the ICT Acceptable Use Policy and Social Media Policy
- Staff should receive and read the current version of Part 1 of *Keeping Children Safe in Education 2026* this document. (Governors and Senior Leaders will be required to read the document in full)
- the identity and role of the DSL and deputy DSLs
- the responsibilities of staff under the Prevent duty (See also Section 19 and Appendix 6)
- the staff Code of Conduct including the low-level concerns, allegations against staff and whistleblowing procedures
- the Behaviour Management and Exclusions Policy including measures to prevent bullying including cyberbullying, prejudice-based and discriminatory bullying
- children missing from education as set out in Section 17 below
- online safety training including filtering and monitoring.

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

4.3 Training

4.3.1
All staff attend safeguarding and child protection refresher training at least annually. This includes reminders about the key points as set out in 4.2.1 above and any current advice from Birmingham Safeguarding Children Partnership and also includes:

- what is meant by the term safeguarding
- what is meant by abuse, how it can be identified and their responsibilities in being alert to abuse, neglect and bullying (see Appendix 1)
- what they should do if a child makes an allegation that they are being abused, exploited or neglected and how to manage appropriate levels of confidentiality (see Part 2 and Appendix 3)
- how to reassure victims that they are being taken seriously and that they will be supported and kept safe
- the process for Early Help and Family Help and the role of staff in this
- the process for making referrals to children's social care and how they might be involved in any ensuing assessments
- the need for professional curiosity and the importance of informing a DSL because children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and they

may not recognise their experiences as harmful
- Prevent awareness training and online safety training, including safe use of AI as well as misinformation, disinformation, and conspiracy theories. Staff will also be trained to understand the filtering and monitoring systems
- managing a report of child-on-child including harassment and violence

- the procedures for recording and referring any concerns to the DSL, the deputy DSLs or the Headmaster (see Part 2 and Appendix 3)
- safe working practices to safeguard children and to protect staff from the possibility of a false allegation (see Appendix 5).

4.4
The DSL keeps a record of staff training and records that staff have read the relevant documents including *Keeping Children Safe in Education 20265,* this Policy, the Code of Conduct and any other relevant policies. 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 safeguard children effectively. The DSL and the deputy DSLs attend refresher training every two years and regular informal updates. This includes training in Birmingham Safeguarding Children Partnership's approach to Prevent duties (see also Section 19 and Appendix 6).

5. ROLES AND RESPONSIBILITIES

5.1
The roles and responsibilities of Governors, the Headmaster, and the Designated Safeguarding Leads are set out in detail in Appendix 7. Their overarching responsibilities are set out below:

5.2 Governors

5.2.1
The Governors of The Blue Coat School have a strategic leadership responsibility for the safeguarding arrangements at the School and as such they must comply with their duties under legislation. They must have regard to *Keeping Children Safe in Education 2026* and ensure that School policies, procedures and training in the School is effective and compliant with the law at all times. They should also follow the Charity Commission guidance in respect of safeguarding children.

5.2.2
Mrs Helen Andrews takes leadership responsibility for the School's safeguarding and child protection arrangements. She is also the Prevent Governor and can be contacted via the Headmaster's PA at hmpa@thebluecoatschool.com.

5.2.3
All Governors receive appropriate safeguarding and child protection (including online) training as part of the induction process. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding and child protection policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding and child protection. Training is updated at least annually. All Governors should be aware of their responsibilities under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.

5.3 Headmaster

5.3.1
The Headmaster should ensure that the policies and procedures adopted by the Board of Governors are understood and followed by staff. He is responsible for the support and supervision of the DSLs, ensuring that they have sufficient resources and time allocated to enable them to discharge their responsibilities.

5.4 Designated Safeguarding Lead (DSL)

5.4.1

The DSL, Ms Sacha Benjamin-Coker has the lead responsibility for safeguarding and child protection at The Blue Coat School, including for the EYFS and online safety. She will also take lead responsibility for understanding the filtering and monitoring systems and processes in place. In consultation with other colleagues, she provides an annual report to governors on the effectiveness of these systems. She is supported in this role by the Deputy DSLs listed at the start of this Policy. The DSL, supported by the Deputies, helps to promote positive educational outcomes by working closely with teachers regarding children's welfare, safeguarding and child protection concerns.

5.4.2
The DSL (and Deputies) will support staff in considering whether children are at risk of abuse or exploitation in situations outside their families. This can take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

5.5 Staff and Volunteers

5.5.1
All staff (including supply staff) and volunteers have a duty to safeguard children. They must ensure that they:

- have received appropriate training and participate in further training at least annually and are aware of the potential indicators of abuse
- are aware of safeguarding issues, some of which are detailed in this Policy
- 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
- 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)
- 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
- understand that they cannot promise confidentiality to a child or to anyone making an allegation about a child
- 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
- understand how to report any concerns and action taken to the DSL or a Deputy DSL, using CPOMS. These concerns should be reported as soon as is practicably possible
- 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)
- understand how to report any concerns relating to the Headmaster (see Part 2 and Appendix 4)
- 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
- 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

5.5.2
All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.
Staff should always be vigilant and exercise professional curiosity, **always raising any concerns with the DSL or a deputy DSL**. They should be aware that children can be at risk of harm inside and outside of the School, inside and outside of the home and online. Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another. Staff are well placed to observe possible signs of abuse, neglect and exploitation 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, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection including specific safeguarding issues such as child criminal exploitation and child sexual exploitation. These are set out in Sections 13 – 18 and in Appendix 1. **However, staff should not attempt to carry out an investigation; nor should any attempt be made to discuss concerns with parents or others.**

5.5.3
All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate. **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 (including considering where doing so does not place the child at additional risk, or whether the DSL (or a deputy) should inform parents or carers to further support the child's wellbeing): an Early Help or Family 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.

5.5.4
All staff should know what to do if a child tells them that s/he is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a Deputy) and Children's Advice and Support Service. Staff should never promise a child that they will not tell anyone about a report of any form of abuse as this may ultimately not be in the best interests of the child. See also Part 2 and Appendix 3. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

5.5.5
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.

5.5.6
All staff should be aware that safeguarding issues can also manifest themselves via child-on-child abuse. This is most likely to include, but not be limited to bullying (including cyber bullying), gender-based violence/sexual assaults and nudes and semi-nudes. See also Appendix 2.

5.5.7
All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, and they should understand their expectations, roles and responsibilities around filtering and monitoring. Children are at risk of abuse and other risks online as well as face-to-face. Abuse and other risks may take place concurrently both online and offline. Children can abuse other children online. This can take the form

of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of nudes or semi-nudes, including those generated by AI, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Images includes all visual content, such as photography, videos and livestreams. The sharing of nudes and semi-nudes can be between children who are intimate or who are just friends. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

5.5.8
If an adult becomes aware that children have been making or sharing any such images, they must report this to the DSL (or a Deputy) who will discuss this with the Headmaster and current guidance will be followed. Adults **must not:**

- Send, share, save or print images, videos or texts 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 if this is likely to cause additional stress to the child unless there is clear evidence to suggest that there is an immediate problem.

5.5.9
Staff should always seek the advice of a DSL if they are unsure.

5.5.10
Safeguarding incidents, exploitation and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and sexual abuse. All staff, but especially the DSL and deputies should consider whether children are at risk of abuse or exploitation in situations outside their families and 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.

5.5.11
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 5.6 below.

5.6 Early Years Foundation Stage (EYFS)

5.6.1
In order to comply with the requirements of the Early Years Foundation Stage (EYFS):

- Ms Sacha Benjamin-Coker, Deputy Head 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
- Staff and volunteers cannot start working or volunteering in the EYFS until their enhanced DBS certificate, including barred list information, has been obtained
- 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 three 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.

5.7 Disqualification

5.7.1
The Code of Conduct sets out clearly the details about disqualification under the Childcare Act 2006.

6. CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

6.1
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 is reviewed, updated and approved by the Governors annually.

6.2 Mobile Devices

6.2.1
The requirements of the use of Mobile Devices is set out clearly in the Code of Conduct which should be read in full in conjunction with this policy.

6.2.2
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.'

7. SUPPORT FOR STAFF

7.1
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.

8. EARLY HELP and FAMILY HELP

8.1
All staff should be aware of the processes for community-based Early Help or the targeted early help level of Family Help and should be prepared to identify children who may benefit from this support. This 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 needs of a child who:

- is disabled or has certain health conditions and has specific additional needs
- has SEND (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, has experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including sexual or criminal exploitation

- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- in in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of 'honour' or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

In the first instance staff should discuss Early Help or Family Help requirements with the DSL or one of the deputy DSLs.

8.2

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, Family 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 or is getting worse. Further guidance on effective assessment of the need for Family Help can be found in Working Together to Safeguard Children.

9. SUPPORT FOR PUPILS

9.1

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 (and, if appropriate, the police) immediately, providing as much information as possible as part of the referral process. 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 4 – Our role in supporting children.

9.2 Technology

9.2.1

The use of technology has become a significant component of many safeguarding issues. Pupils do not bring their own devices to school. However, Prep children are all issued with a School iPad. All internet access is via the school's systems. *Securly* is used to filter and monitor across all locations and all devices, whether children are working at school or at home. It provides visibility into online activity. Alerts to inappropriate searches are sent directly to the Deputy Head Pre-Prep (DSL), the Head of Pre-Pre (Deputy DSL), the Head of Prep (Deputy DSL),, Estates and Compliance Manager and the ICT Administrator and are followed up. The Smoothwall filter enables the children to use the internet without unreasonable over-blocking whilst safeguarding them from potentially harmful and inappropriate material online. Technology often provides the platform that facilitates harm such as in child criminal exploitation; radicalisation; and sexual predation. 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 four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content
- contact: being subjected to harmful online interaction with other users or generative AI applications that stimulate this
- conduct: online behaviour that increases the likelihood of, or causes, harm
- commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Securly is also used to screen all online traffic.

9.3 SEND

9.3.1
Children with special educational needs and/or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges. Extra pastoral support will be provided to these children as required. Additional barriers can exist when recognising abuse, neglect and exploitation 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
- that these children can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequence of doing so.

There is close liaison between the SENCOs and the DSL where there are any reports of abuse involving children with SEND. Additional pastoral support will be provided for such children as required.

9.4 Mental Health

9.4.1
All staff should be aware that health problems, including mental health problems, can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of disordered eating, suicidal ideation or risk of suicide. This could 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).

9.4.2
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. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

9.4.3
Staff should also be aware that where children have suffered abuse, neglect or exploitation, 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, attendance 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.

9.5 Sports and Facilities

9.5.1
Children are separated into their biological sex for sports, games or activities of a competitive nature where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). Where it is the case that a sport needs to be played in a single-sex group from a certain age to ensure the children's safety or for fairness, then any exceptions would be considered on an individual basis.

9.5.2
Children are not allowed into toilets and changing rooms designated for the opposite biological sex. This also applies where the school is supporting any degree of social transition for a child who is questioning their gender.

9.5.3
Separate toilet facilities are provided for boys and girls aged 8 and over. If a gender-questioning child does not want to use the toilet designated for their biological sex, then the school will consider if alternative toilet facilities can be provided. However, any such arrangement should not compromise the provision of single-sex facilities or the safety, comfort, privacy or dignity of the child or of any other children. The school maintains clear records of any such situations to ensure that they are communicated appropriately and reviewed regularly.

9.6 Gender-questioning children

9.6.1
Staff are aware that there may be children who are questioning their gender. They are alert to the potential vulnerabilities of such children, including the possibility of complex mental health and psychosocial needs for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. Any form of bullying will be dealt with in accordance with the School's Anti-Bullying Policy.

9.6.2
Where a child or their parent has requested that the school make changes or put support in place to facilitate the child presenting as the opposite biological sex (social transition) then the school will follow the guidance as set out in *Keeping Children Safe in Education.* Appropriate records will be kept of any decision-making processes. The school will also ensure that any agreed course of action takes into account the impact of all those affected including the child who is questioning their gender and their peers.

9.7
The Blue Coat School is committed to equal treatment for all, regardless of an individual's sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. 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 child.

10. RAISING AWARENESS WITH PUPILS

10.1
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 which are underpinned by our School Values. All the pupils are taught to make reasoned, informed choices, judgments and decisions about how to stay safe. They are taught to report any concerns and give feedback and staff ensure that children are taken seriously.

10.2
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, boundaries, and consent, stereotyping, prejudice and equality, body confidence and self-esteem, and bullying (including cyber-bullying) and online safety. LGBT inclusion forms part of this statutory curriculum. Staff draw on support to counter sexist, racist, homophobic, biphobic and transphobic bullying and abuse if required. The school has a zero-tolerance approach to any such bullying or abuse and to sexism, misogyny/misandry, sexual violence and sexual harassment and ensures that appropriate actions are taken to support victims and perpetrators should this arise. Staff also use other opportunities such as form time, assemblies and other curricular lessons to discuss relevant issues.

10.3
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, Prep Year Group Hubs, Pre-Prep buildings and Viney Building display advice on where pupils can seek help.
- 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.

11. BULLYING

11.1
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.

11.2
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. Further details are also set out in the School Anti-Bullying Policy.

12. CHILD-ON-CHILD ABUSE (Allegations of abuse made against other children)

12.1
All staff are aware that children are capable of abusing other children and that this can occur across different age ranges and that this includes harassment and violence (see also Appendix 2). They are also aware that this can happen both inside and outside school and online and they take a proactive, preventative role in this. All staff should understand that even if there are no reports of it in the school, it does not mean that it is not happening; it may just mean that it is not being reported. Furthermore, staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and they may not recognise their experiences as harmful. Any concerns about child-on-child abuse must be reported to the DSL or a deputy DSL without delay whether these concerns are thought to have taken place on or off-site. They are also aware of the vulnerabilities of children with special educational needs and/or disabilities related to child-on-child abuse. All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

12.2
Staff aim to minimise the risk of child-on-child abuse by remaining vigilant to this potential risk and actively promoting mutual respect and tolerance together with appropriate behaviours. Staff recognise that child-on-child abuse can take different forms including:

- bullying (together with, as well as inclusive of, cyber bullying, prejudice-based bullying and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment (such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in a sexual activity without consent
- consensual and non-consensual making or sharing of nudes and semi-nudes including those generated by AI
- 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)
- initiation/hazing type violence (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Some of these behaviours may include online elements which facilitate, threaten or encourage abuse. Staff also recognise that it is more likely that girls will be victims and boys, perpetrators in child-on-child abuse but all child-on-child abuse is unacceptable and is taken seriously and there is zero tolerance of all child-on-child abuse.

12.3
Guidance suggests that we should assume that sexual harassment or sexual violence is happening. 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 children who are LGBT (or perceived to be) are at significantly greater risk. Any concerns or allegations are taken seriously by staff. Abuse is abuse and any concerns or allegations should never be tolerated or passed as mere 'banter', 'having a laugh', 'part of growing up' or 'boys being boys'. Inappropriate behaviours such as these will be challenged by staff so that they do not become normalised.

12.4
Any child who is the victim of child-on-child 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 child-on-child abuse) will be considered as being 'at risk' and safeguarding procedures will be followed, including referrals to local agencies. It may be decided that the children involved do not require referral to statutory services but may benefit from early help. Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Where necessary, 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 to ensure that incidents are not indicative of a wider culture within the school.

12.5
Any allegation of child-on-child 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 whilst the allegation is being made 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, implemented and regularly reviewed where there are concerns about potential or actual child-on-child abuse which will set out measures to reduce the risk of further abuse. The DSL will carefully consider what action to take where a victim and alleged perpetrator share classes. The expectation is that alleged perpetrators should be removed from shared classes unless there is a good reason not to do so.

13. CHILD SEXUAL EXPLOITATION & CHILD CRIMINAL EXPLOITATION

13.1
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 taking part in 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 sexual identity, cognitive ability, learning difficulties, communication ability, physical

strength, status and access to economic or other resources. It may be a one-off occurrence or a series of incidents over time and it may happen without the child's immediate knowledge (e.g. through others sharing videos or images of them on social media). The abuse can be perpetrated by individuals or groups, males or females and children or adults. Where abuse is by children, the perpetrator will also be considered as a victim. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. Boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further details are set out in *Keeping Children Safe in Education 2026*.

13.2
Child sexual exploitation may involve a child/ performing sexual activities, or another person performing sexual activities on the child/. It may involve physical contact or non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. 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, gifts, expensive clothes or other items
- Suffering from changes in emotional wellbeing
- Missing school or education
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology
- 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 where necessary.

14. DOMESTIC ABUSE

14.1
Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Where there is domestic abuse within a household, children are victims in their own rights if they see, hear or experience the effects of abuse and it can have a long-lasting impact on their health, well-being, development and ability to learn. Abuse can include psychological, physical, sexual, financial or emotional behaviours and coercive and controlling behaviours. Domestic abuse can take place inside or outside the home. They can also suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Anyone can be a victim of domestic abuse regardless of gender, age, ethnicity, socio-economic status, sexuality or background.

14.2
Operation Encompass operates in all police forces across England. The police will inform the key adult (usually the DSL) before the child arrives in school when they have been called to an incident of domestic abuse which the child has experienced. The School will ensure that appropriate support is implemented for the child confidentially and take any other required actions.

15. FEMALE GENITAL MUTILATION (FGM)

15.1

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. It is a statutory responsibility for all staff engaged in teaching work to report a concern to the police that Female Genital Mutilation appears to have been carried out on a girl under the age of 18. A reference number must be recorded, and the safeguarding concern documented in line with this Policy and reported to the DSL.

16. CHILD MISSING FROM EDUCATION

16.1
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 repeatedly being absent from school, a child with unexplainable and/or persistent absences from school as well as a child going missing from education is a potential indicator of a safeguarding concern. Further details are set out in *Keeping Children Safe in Education* and in the School's Admissions and Attendance Policy and Procedures. 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.

17. PREVENTING RADICALISATION

17.1
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. Further details are set out in Appendix 6.

18. PRIVATE FOSTERING

18.1
Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. Further details can be found in *Keeping Children Safe in Education.*

19. HOST FAMILIES

19.1
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 should 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.

20. OTHER SAFEGUARDING ISSUES & INFORMATION

20.1
All staff should be aware of the indicators of other safeguarding issues, the details of which are set out in *Keeping Children Safe in Education.* If they have any concerns about any of the following issues or any safeguarding matter, they should discuss these with the DSL (or a Deputy). Concerns might include:

- Forced Marriage

- Honour or Faith-Based Abuse (HBA)
- Drug taking and alcohol misuse
- Serious violence
- Child abduction
- Children and the Court System
- Children with family members in custody.

21. OUT OF HOURS PROVISION

21.1
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.

21.2
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. This Policy is available on the School website.
- 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. Following any such incident, as with any safeguarding allegation, The Blue Coat School will follow safeguarding policies and procedures, including informing the LADO.
- Failure to comply with the requirements of this Policy would lead to a termination of the
- agreement.

22. COMPLAINTS

22.1
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.

23. RELATED POLICIES, MONITORING AND POLICY REVIEW

23.1
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; Staff Social Media; First Aid and Health; Use of Cameras and Mobile Devices and Visiting Speaker Policy. It should also be read in conjunction with the Staff Code of Conduct.

23.2
Further guidance on children in specific circumstances is in Birmingham Safeguarding Children Partnership's procedures.

23.3
A comprehensive Section 175 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 which is implemented by the School. The annual audit is conducted in discussion with the Headmaster, the DSL and the Lead Governor for Safeguarding.

23.4

This Safeguarding and Child Protection Policy is presented to the Governors' Safeguarding and Health and Safety Committee for approval at least 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

1. RESPONDING TO CONCERNS ABOUT A CHILD

At The Blue Coat School
Our DSL(s) is Ms Sacha Benjamin-Coker.
Our DDSLs are Mr Robbie Newman;
Mrs Helen West, Mrs Lindsay James, Mrs Naomi Ashman, Mr Baden Hulbert & Ms Rena Patel.
Our safeguarding governor is Mrs Helen Andrews.

CONCERN ABOUT A CHILD:
Speak to DSL /DDSL without delay if urgent.
Record on CPOMS and inform DSL/DDSL the same day.

DSL/DDSLs 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

Record on Electronic recording system. Speak to designated safeguarding lead if urgent.

/CAF

Universal+/Additional
Continue with early help process using the EHA as appropriate. Consider RHRT – Family Connect Form or Request for Support Form

Record on Electronic recording system. Speak to designated safeguarding lead if urgent.

Complex & Significant
Request for Support submitted to CASS for a multi-agency strategy discussion
Record on Electronic recording system . Speak to designated safeguarding lead if urgent.

2.1
The School endeavours to build positive, trusting relationships with families to ensure the best possible outcomes for the children. Therefore, 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. Staff may share information without consent where there is good reason to do so, and where sharing of information will enhance the safeguarding of a child in a timely manner. It would also be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a member of staff gains consent; and, if to gain consent would place a child at risk of significant harm.

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 or the Early Help Locality Teams to complete a Family Connect Form. 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 with Birmingham Children's Trust at least 24 hours prior to the meeting and will plan for DSL cover during school holiday periods.

3.5
Where a pupil 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 (child-on-child abuse) or who act as Young Carers in their home situation. The School has adopted and implements Operation Encompass.

4.2
The support offered to individual children will be based on the advice given by the Early Help Assessment Team or CASS.

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, staff 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.

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 conduct an holistic multi-agency risk-assessment 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 1: DEFINITIONS AND SIGNS OF ABUSE, NEGLECT AND EXPLOITATION

1. GENERAL

1.1
'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.'

1.2

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 'iinvolves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact 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 as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.' *(Keeping Children Safe in Education – 2026)*

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 – 2026*)

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 basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.' *(Keeping Children Safe in Education – 2026)*

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.' *(Keeping Children Safe in Education – 2026)*

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 cases, 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 including SEXUAL VIOLENCE and SEXUAL HARASSMENT

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 makes an allegation about 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. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

4.1
The School follows the advice set out in KCSIE. The principle that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable and will not be tolerated underpins any decision making.

4.2
Sexual violence and sexual harassment can occur between two children of any age and sex including primary school children. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Addressing inappropriate behaviour, however relatively innocuous it might appear, can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

4.3
Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Whilst any report of sexual violence or harassment should be taken seriously, staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and it is more likely that it will be perpetrated by boys. Children with SEND are also significantly more likely to be abused by their peers. However, all victims will be reassured, taken seriously, supported and kept safe, no matter how long it has taken them to come forward. Victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment not should they be made to feel ashamed for making a report.

4.4
Children may not find it easy to tell staff about their abuse verbally but may show signs or act in ways that they hope adults will note or react to. Staff are alert to any changes or signs in a child's behaviour. It may also be that the victim might not make a direct report, but the report may come from a friend or from an overheard conversation. Staff must always act on any concerns about a child's welfare immediately.

4.5
Wherever possible, two members of staff, including the DSL or a deputy, will be present when a child makes a report about sexual violence or harassment, although this might not always be possible. The safeguarding procedures as set out in this policy will be followed in respect of the victims and any perpetrators identified. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Staff will be aware of the additional barriers children may face in reporting any such incidents including their vulnerability, disability, sex, ethnicity and/or sexual orientation. Staff will listen carefully to the child and report back using the child's language, being non-judgemental, being clear about boundaries and how the report will be used. They will not ask leading questions. A written record of the report will be made outlining the facts as presented by the child. The member of staff will ensure that the DSL is informed immediately if they were not present when the initial allegation was made. Parents of the victim(s) and perpetrator(s) will be informed where there has been a report of sexual violence or harassment unless it is thought that informing parents would place the child at additional risk. The DSL will seek guidance from other professionals such as the MASH team (or the police if they are involved) regarding the information to be divulged to parents about the incident. Meetings with the victims' parents may be with the victim present so that arrangements to safeguard the victim can be agreed.

4.6
Where there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered in each case. The written risk assessment should consider: the victim, especially their protection and support and the actions they wish to be taken; whether there may have been other victims; the alleged perpetrator(s); and all the other children and, if appropriate, staff, especially any actions required to protect them from the alleged perpetrator(s), or from future harms. The risk assessment should be kept under review.

4.7
The follow up actions of the School might be to: manage the sexual harassment incident internally with pastoral support for the victim(s) and perpetrator(s), and through the Behaviour Management and Exclusions Policy sanctions; request Early Help and support in the delivery of any support programmes; refer the concern to the MASH team; inform the police (which would normally be in parallel with a referral to the MASH team). In all circumstances, all concerns, decisions and rationale will be recorded (written and electronic).

4.8
Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This is referred to as 'Harmful Sexual Behaviour' (HSB) and it can occur online and/or face-to face and can also occur simultaneously between the two. Where there are potential concerns about HSB, the DSL will refer to the guidance in *Keeping Children Safe in Education* and seek advice from children's services.

5. PREVENTION

5.1
It is not enough to respond to incidents as they arise: the School strives to create an environment which actively discourages abuse, and which challenges the attitudes which underlie it. Staff are also aware of the effect their behaviour can have on children who may view them as role models.

6. FURTHER INFORMATION

6.1
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 makes an allegation of 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. ALLEGATIONS – CHILDREN

2.1

If children begin to share information about alleged 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
- Do 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 an 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
- Heads of Year
- 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
All records relating to safeguarding are maintained on CPOMS.

5.2
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.

5.3 Child protection records
All concerns, discussions and decisions made and the reasons for those decisions should be recorded. 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. All safeguarding files are stored on CPOMS and are only accessible by the DSLs. 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.

5.3.1
Where safeguarding information is received from another setting or school, the DSL ensures that relevant colleagues are informed as required and a safeguarding file is created where applicable.

5.4 Pupils' School Records
School records are available to all staff and can be seen by parents. The confidential child protection records are stored separately on CPOMS and should be retained whilst the pupil remains at the School.

5.5 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 by phone
- The new school should also be informed without delay by phone

- Child Protection Records must be passed to the receiving school within 5 days for an in-year transfer or within 5 days of the start of a new term under confidential cover to the DSL of the new school marked 'Private and Confidential' and be separate from the main school records. 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.

5.5.1

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. The Blue Coat School will keep a copy of the Transfer of Records Form and give a copy to the receiving school.

APPENDIX 4 ALLEGATIONS ABOUT MEMBERS OF STAFF (including SUPPLY STAFF and TRAINEE TEACHERS), GOVERNORS, CONTRACTORS AND VOLUNTEERS

1. Allegations that might meet the harm threshold

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, trainee teachers, contractors and volunteers) has behaved in a way that has harmed a child, or may have harmed a child; and/or possibly committed a criminal offence against or related to a child and/or; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children. This applies to members of staff (including supply staff and trainee teachers), contractors or volunteers regardless of whether the alleged abuse took place at The Blue Coat School. The School will apply common sense and judgement; deal with allegations quickly, fairly and consistently and provide effective protection for the child and support the person subject to the allegation.

1.2

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

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

1.3

If a child makes an allegation about a member of staff, Governor, visitor or volunteer, the Headmaster must be informed immediately. The Headmaster must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. However, the Headmaster should not carry out the investigation himself or interview pupils. The Headmaster should ensure that all investigations, including for supply staff, are completed appropriately as set out below.

1.4

Other than allegations made by a child as above, allegations made concerning a member of staff (including supply staff) and visitors must normally be made to the Headmaster without delay; 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 Chair of Governors should be told at once. Before contacting the Birmingham Children's Trust Designated Officer (LADO) team (0121 675 1669), basic enquiries to establish the facts will be made, being careful not to jeopardise any future police investigation. Basic enquiries might include ascertaining whether the individual was in school at the time of the allegations; did the individual, or could the individual, have come into contact with the child; whether or not there were any witnesses, or any CCTV footage. The LADO Team will then be contacted and, if appropriate, the MASH Team and the police. The Headmaster will be the Case Manager in respect of the referral. The DSL will liaise with the Case Manager and the LADO Team as required.

1.5

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. The Chair of Governors will be the Case Manager in respect of the referral.

1.6

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.

1.7

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 (including supply staff, trainee teachers, contractors or volunteers), 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) Team[1] (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. The role of the LADO Team is to ensure that a proper investigation is carried out. In straightforward cases, the investigation should normally be undertaken by a senior member of staff, but other cases might involve other agencies such as the police.
- 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. Suspension should only be considered where there is a cause to suspect a child or other children at the school are at risk of harm, or the case is so serious that there might be grounds for dismissal. The rationale and justification for the suspension will be recorded by the Case Manager. The School follows the guidance of the LADO team and the guidance set out in Part 4 of KCSIE.
- The Case Manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process with reviews at fortnightly or monthly intervals. The LADO team will act as a source of advice.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
- If the Headmaster decides that the allegation is malicious or false 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 unless the individual gives their consent for the retention of the information.
- Where the allegation is substantiated, unfounded and unsubstantiated, the following information is kept on the file of the person accused:
    - A clear and comprehensive summary of the allegation
    - Details of how the allegation was followed up and resolved
    - A note of any action taken, decisions reached and the outcome (i.e. substantiated, unfounded and unsubstantiated)
    - A copy provided to the person concerned, where agreed by Children's Services or the police, and
    - A declaration on whether the information will be referred to in any future reference.

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

- At the conclusion of a case at which an allegation is substantiated, the circumstances of the case will be reviewed by the Case Manager and LADO Team to determine whether there any improvements to be made to help prevent similar events in the future. Where the allegation concluded to be either unfounded, false, malicious or unsubstantiated, the Case Manager (and if they have been involved, the LADO Team) should consider the facts an determine whether any lessons can be learned and improvements made.

1.8
If the School identifies that a child has been harmed; that there may be an immediate risk of harm to a child, or if the situation is an emergency, then Birmingham Children's Trust and, as appropriate, the police, will be contacted immediately in accordance with the procedures set out in KCSIE 2026. The School will take appropriate action to look after the welfare of the child. The DSL (or a Deputy DSL) is responsible for ensuring that cases of suspected abuse are reported to Children's Services as set out in this policy.

1.9
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 (TRA) publish information about an investigation or decision in a disciplinary case. However, the School will keep parents informed of the progress of the case only in relation to their child, and not in relation to the member of staff and they will be told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process in confidence. Further details are set out in KCSIE Part 4.

1.10
Staff living in school accommodation, who are suspended, will be required to remain off-site for the duration of their suspension.

1.11
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 or cause harm to the person who is the subject of the allegation;
- **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.

1.12
If the allegation is substantiated and the person is dismissed, resigns or otherwise ceases to provide his or her services or the School ceases to use the person's service, then the School will make a referral to the DBS, including for volunteers. It will not be appropriate to reach a settlement/compromise agreement. The School will also consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

1.13
If the allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO team and the Case Manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else. A referral to the MASH team may be thought appropriate.

1.14
The School recognises that it has a duty of care to its employees and to volunteers. 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 volunteer 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. The School follows the guidance set out in KCSIE Part 4 in respect of employees.

1.15
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 trained teachers, supply staff, volunteers and contractors) 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.

1.16
Settlement agreements will not be used in cases where there are allegations that indicate that a person is a risk or poses a risk of harm to children or is deemed not to be suitable to work with children. The School will continue with its investigation even if the person leaves, resigns or ceases to provide their services and every effort will be made to reach a conclusion to the investigation as set out in KCSIE Part 4.

1.17
The School follows the guidance set out in KCSIE in respect of the retention of records concerning allegations of abuse.

1.18 Supply staff and Trainee Teachers

1.18.1
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. The School should inform agencies of its processes for managing allegations.

1.18.2
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 *KCSIE (2026)*.

2. Concerns that do not meet the harm threshold

2.1
Inappropriate behaviour displayed by other members of staff, or any other person working with children must be reported to the Headmaster (i.e. low-level concerns). A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff Code of Conduct, including inappropriate contact outside of school, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO team. Examples of inappropriate behaviour include being over-friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door or humiliating pupils. Such behaviour can exist on a wide spectrum, from the inadvertent of thoughtless or behaviour that may look to be inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Low-level concerns may arise in several ways and be from a number of sources such as suspicion; complaint; or an allegation made by a child made by a child, parent or other adult within or outside the School; or as a result of vetting checks undertaken. Staff may also self-refer if they have found themselves in a situation which could be misinterpreted, might appear compromising to others

and/or upon reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

2.2
Reports about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. Staff are also encouraged to self-refer if they find themselves in a situation which could be misinterpreted, might appear compromising to others and/or if they believe they have behaved in such a way that they consider falls below the expected professional standards.

2.3
All such concerns will be followed up and any investigations will be recorded in writing, together with the context, evidence collected by the DSL where the concern has been raised by a third party, the actions taken, the outcome categorising the type of behaviour, and the rationale for decisions. The name of the individual sharing the concerns should be recorded although if the individual prefers to remain anonymous then this should be respected as far as possible. All such records kept must be kept confidential held securely and comply with the Data Protection Act 2018 and the UK GDPR. Records will be reviewed by the DSL so that any patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, action will be taken through the School's disciplinary procedures or, if it meets the harms threshold, through referral to the LADO team. Information about low-level concerns should be retained at least until the individual leaves the School's employment. Further details of the actions to be taken in the event of these concerns are set out in KCSIE Part 4.

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 administer 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 'Restrictive Interventions, including the use of reasonable force' 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 does go 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) 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 contact taking place in isolated and unsupervised areas.

4.2.2 External extra-curricular providers

External providers (Chess, Science, Speech, Dance, 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 are 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 Year Group Hubs

- 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 are separate from the pupils' WCs.

4.3.4 SEN and EAL

1:1 SEN or EAL sessions are 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 susceptible to future radicalisation.

1.2
Extremism is defined by the Government in the Prevent Strategy as: 'Vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with 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 susceptibility 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

2.1
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). Contact details for the Local Authority 'Prevent' Officer and other relevant contact details are listed at the start of this Policy

2.2
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).

2.3
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.

2.4
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.

2.5
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.

2.6
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.

2.7 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 she is 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 RESPONSIBILITIES OF THE GOVERNORS, HEADMASTER AND DSL

1. Governors

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.

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 the current edition of KCSIE and sign to say they have done so.

- 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 governors receive annual safeguarding training from the DSL in current safeguarding issues including the Prevent duty, child-on-child abuse and unconscious bias. They are all required to complete a questionnaire to demonstrate understanding.
- 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.
- The School embeds online safety into practice, policies and procedures including in teacher training, the role and responsibilities of the DSL (and deputies) and in any parental engagement.

1.3

The Governors 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 at least an annual basis with additional updates as necessary and that a record of this training is maintained
- 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 DSL with responsibility for safeguarding and child protection issues including online safety and 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 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 child-on-child abuse and how allegations of any such abuse will be managed as set out in *Keeping Children Safe in Education 2026*. See also Section 13.
- 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 and keep the information they hold safe and secure as provided for in the UK Data Protection Act 2018
- Understands that 'safeguarding of children and individuals at risk' is a processing condition that allows, where appropriate, practitioners to share special category personal data without the need for consent
- *Understands that* pupils' personal data should not be provided in response to a subject access request where the 'serious harm' test under data protection legislation is met. Legal advice will be sought where necessary.
- 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 and regularly reviews their effectiveness
- Provides for the Senior Leadership Team and other relevant staff to understand the provisions in place for filtering, monitoring and managing these provisions effectively, escalating concerns appropriately where these are identified
- Remedies any deficiencies or weaknesses brought to its attention without delay
- Promotes the well-being of pupils at the School.

1.4

It is the responsibility of the Chair of Governors (or the Vice Chair in the absence of the Chair of Governors) 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.

1.5

Mrs Helen Andrews 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 hmpa@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.
- Ensuring that a report on safeguarding matters is provided for the Governing Body at least termly. This report should include details of the number of Early Help interventions in school, the number of multi-agency Early Help interventions, and the number of requests for support being made and the number being accepted.

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 DSL and/or a Deputy DSL 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.

2. Headmaster

2.1

The Headmaster detailed responsibilities are for:

- Overall management and co-ordination of safeguarding and child protection procedures and related matters
- 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 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, understood 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 and child protection files
- 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.

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.

3. Designated Safeguarding for Child Protection

3.1
Ms Sacha Benjamin-Coker, Deputy Head Pre-Prep is the 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, safeguarding 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 as the point of contact with safeguarding partners. 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. Ms Sacha Benjamin-Coker, Mr Newman, Mrs West and Mrs James 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.

3.2
The DSL is responsible for liaising with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1089 and police investigations. The DSL is aware of the requirement for children to have an Appropriate Adult in any such investigations as set out in PACE Code C 2019.

3.3
The DSL or one of the deputy DSLs 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 or after school hours, school activities. 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 a Deputy DSL.

3.4
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 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. They also access regular informal updates on safeguarding issues. Information from these updates 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. The Safeguarding Governor attends this meeting.

3.5
The full responsibilities of the DSLs are clearly set out in their job descriptions.

APPENDIX 8 Safeguarding Training Criteria

1.1 Minimum Training Requirements

All staff, governors, and regular volunteers must complete safeguarding and child protection training at induction, in line with statutory guidance, and will receive updates at least annually.

Designated Safeguarding Leads (DSLs) and deputies will complete additional, advanced training every two years, with interim refreshers.

1.2 Training Delivery

Training will be delivered through a range of face-to-face sessions and online modules to ensure a robust understanding of safeguarding responsibilities.

Delivery will reflect the latest statutory guidance, local safeguarding partnership priorities, and any emerging safeguarding trends.

1.3 Support for Implementation

Staff will have access to supervision and opportunities for reflective practice to embed learning.

The DSL will provide ongoing advice and guidance to ensure staff can confidently apply safeguarding procedures in their daily work.

Learning outcomes will be reinforced through periodic quizzes, safeguarding briefings, and updates in staff meetings.

1.4 Monitoring and Review

The effectiveness of safeguarding training will be evaluated annually through staff feedback and safeguarding questionnaires.

This annex will be reviewed at least annually and updated to reflect changes in legislation, statutory guidance, and best practice.