

Safeguarding and Child Protection Policy (Includes internet usage and e-safety)

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|----------------------------------------------------------------------------------------|----------------|-------------------------|--------|
| Date of last review | September 2020 | Review frequency | Annual |
| Date of next review | September 2021 | Owner | DGU |
| Codicil changes: June 2021 – amended section 6 due to updated national guidance | | | |

| Safeguarding Training Record | | |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------|
| Person/Group | Date | By whom |
| Chair of Governors (John Abbott) | Feb 2019 | Safeguarding role of the governing board |
| Nominated safeguarding Governor John Abbott | March 2017 Sept 2018 Feb 2019 | Local Authority. Health Education Service (valid 2 years) DSL (Governors training) |
| DSL (David Gunn) Training for Designated Safeguarding Leads– 1 day update | January 2020 | Services for Education (valid for 2 years) |
| Inclusion and Intervention Manager (Emma Macaulay) Core Training - Training for Designated Safeguarding Leads and Headteachers | March 2020 | Local Authority Services for Education |
| Headteacher (Nicola Raggett) Core Training - Training for Designated Safeguarding Leads and Headteachers | March 2020 | Local Authority Services for Education |
| Deputy Headteacher – Curriculum (Lisa Shakespeare) DSL (Level 3) | 21/03/2021 | SSS Learning |
| Head of Year (Deputy DSL) (Nahieda Bi) DSL (Level 3) | 13/03/2021 | SSS Learning |
| Support staff Including Kitchen and Cleaners | September 2020 | DSL |
| New staff | July 2020 September 2020 | DSL |
| Teaching staff | September 2020 | DSL |
| Whole school – current issues and update | September 2020 | DSL |

| Safer Recruitment Training Record | | |
|------------------------------------------|-------------|-----------------------------------|
| Person | Date | By Whom |
| Nicola Raggett (Headteacher) | 08/04/2021 | SSS learning (expires in 2 years) |
| Clare Skinner (Business Manager) | 14/02/2021 | SSS learning (expires in 2 years) |
| David Gunn (Deputy Headteacher) | 11/05/2021 | SSS learning (expires in 2 years) |
| Louise Hawsworth (Assistant Headteacher) | 24/03/2021 | SSS Learning (expires in 2 years) |
| Lisa Shakespeare (Deputy Headteacher) | 13/03/2021 | SSS Learning (expires in 2 years) |
| Penny Webb (Governor) | Jan 2018 | Services for Education, BCC |

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Introduction

Kings Norton Girls' School, its staff and governors are committed to safeguarding, promoting the welfare and protecting from harm of all its students at all times, whilst providing a safe environment with robust systems to ensure the safety and healthy development of all our students. Safeguarding and promoting the welfare of children is defined in Keeping Children Safe In Education September 2020 as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

We expect everyone who works in or visits our school to share this commitment. We believe that all staff and visitors have an important role in contributing to keep our young people safe by:

- Understanding all children have the right to be protected from harm.
- Ensuring children are safe and feel safe in school.
- Believing that school can contribute to the prevention of abuse.
- Identifying children and young people who are suffering or likely to suffer abuse and taking appropriate action with the aim of making sure they are kept safe both at home and at school.
- Ensuring identified children get support which matches their individual needs, including those who may have experienced abuse.
- Taking all welfare concerns seriously and encourages children and young people to talk to us about anything that worries them.

We are committed to providing all our students with a safe learning environment, free of bullying and other forms of harassment, and to teaching students to act safely in and outside school including on the internet and using forms of social media and networking. We will identify and provide opportunities for children to be taught and develop skills, concepts, attitudes and knowledge to promote their safety and well-being including online safety, as part of a broad and balanced curriculum. We will always take a considered and sensitive approach in order to support all our students.

Kings Norton Girls' School will fulfil local and national responsibilities as consistent with the following documents:-

Key Legislation

- The Children Act 1989
- The Human Rights Act 1998
- The Adoption and Children Act 2002
- The Education Act 2002 s175 / s157
- The Children Act 2004

Key Guidance Documents

- Keeping Children Safe in education (DfE September 2020)
- Working Together to Safeguard Children (DfE July 2018)
- The Procedures of Birmingham Safeguarding Children's Partnership
- Birmingham Safeguarding Children's partnership Section 16: Child Protection in Education Establishments Catering for Children and Young People Aged 19 or Under, and Section 22: Concerns about Persons in a Position of Trust (including staff members)
- Searching, screening and confiscation
- Advice for headteachers, school staff and governing bodies (DFE January 2018)
- Teaching online safety in school

This policy applies to all staff, governors, visitors and volunteers working in or on behalf of the school.

1.0 AIMS OF THE POLICY

- 1.1 This policy will contribute to the prevention of abuse by:
- Clarifying standards of behaviour for staff and students;
 - Introducing appropriate work within the curriculum;
 - Developing staff awareness of the causes and signs of abuse;
 - Encouraging students and parental participation in practice;
 - Addressing concerns at the earliest possible stage.
- 1.2 This policy will contribute to the protection of our students by:
- Including appropriate work within the curriculum;
 - Implementing child protection policies and procedures; and
 - Working in partnership with students, parents and agencies.
- 1.3 This policy will contribute to supporting our students by:
- Identifying vulnerable groups within our community and individual needs where possible;
 - Designing plans to meet needs.

2.0 EXPECTATIONS

- 2.1 All staff and visitors will:
- Be familiar with this safeguarding and child protection policy;
 - Be alert to signs and indicators of possible abuse (See Appendix One for current definitions of abuse and examples of harm);
 - Recognise that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school;
 - Record concerns with and give the record to the **Designated Safeguarding Leader - David Gunn or Headteacher**;
 - Deal with a disclosure of abuse from a child in line with the guidance laid out in this policy, importantly you must inform the Designated Senior Leader immediately, and provide a written account as soon as possible;
 - Be involved in the implementation of individual education programmes and interagency child protection plans, child in need plans and integrated support plans as necessary;

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- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers or updating for existing post holders as required.

2.2 A summary leaflet of the school's procedures and a display of the name of the DSL will be displayed in reception for the information of visitors to the school.

3.0 DEALING WITH A DISCLOSURE OR SUSPICION OF ABUSE

3.1 All staff follow the Child Protection Procedures which are consistent with "Working Together to Safeguard Children" and "What to do if you are worried a child is being abused".

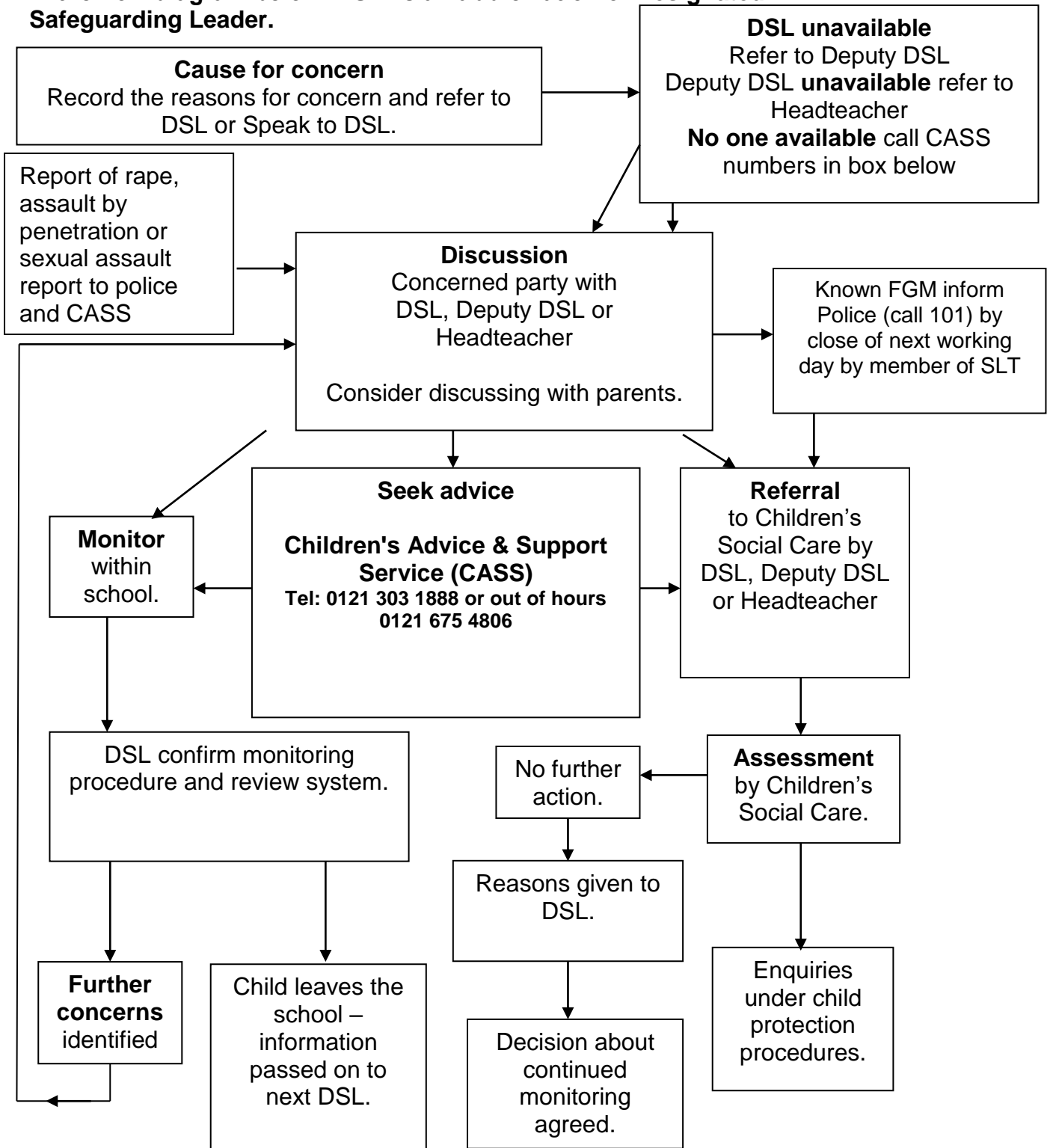
3.2 School staff will not investigate welfare concerns or determine the truth of any disclosure or allegation. All staff have a duty, however, to recognise concerns and maintain an open mind of "it could happen here".

3.3 All concerns regarding the welfare of students will be recorded on the schools red concern forms and discussed with the designated senior leader with responsibility for child protection prior to agreed discussion with parents

3.4 The DSL (or deputies) will decide supportive next steps and or the need for referrals

3.4 RESPONDING TO A DISCLOSURE or CONCERN ABOUT A CHILD (flow chart)

In the flow diagram below 'DSL' is an abbreviation of Designated Safeguarding Leader.



4.0 ISSUES THAT REQUIRE IMMEDIATE REPORTING BY STAFF

- Any suspicion that a child is injured, marked, or bruised which is not readily attributable to the normal knocks or scrapes received in play,
- Any explanation given which appears inconsistent or suspicious,
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play),
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- Any concerns that a child is presenting signs or symptoms of abuse or neglect,
- Any significant changes in a child's presentation, including non-attendance,
- Any hint or disclosure of abuse from any person,
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Any hint, disclosure or suspicion that a child is at risk of suffering abuse including; FGM, breast ironing and/or CSE.
- Any hint, disclosure or suspicion that a child is at risk of being radicalised.

5.0 RESPONDING TO DISCLOSURE (process)

5.1 Disclosures or information may be received from students, parents or others. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

5.2 Such information cannot remain confidential and staff will **immediately communicate** what they have been told to the designated senior leader or if not available the Headteacher and make a written record. Staff must inform the DSL in person that they have made a written referral on a KNGS Red concern form. Referral forms can be found in the main school office (reception).

Always:

- Record information verbatim using the actual words of the child and noting any questions the child raises.
- Note dates, times, who was present, positions in the room, anything factual about the child's appearance.
- Pass these notes to the DSL.
- If possible use a silent witness.

5.3 On receiving the concern form the DSL will consider whether to refer to children's social care, refer to other external agencies, including the police, or initiate the schools own early help responses.

5.4 If the referrer disagrees with the DSL or they don't agree with a decision not to refer, they can seek advice or make a referral to children's social care. If you think a child is in immediate danger contact Children's Advice and Support Service (CASS) straightaway or call the Police on 999.

CASS telephone: **0121 303 1888**

Monday to Thursday 08.45 – 17.15 and Friday 08.45 – 16.15

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e-mail: cass@birmingham.gov.uk
secure e-mail: Secure.cass@birmingham.gcsx.gov.uk
Outside of these hours contact the Emergency Duty Team
Telephone: 0121 675 4806

5.5 All matters relating to Child Protection are confidential. The DSL or headteacher only will disclose any information about a student to other members of staff on a need to know basis.

6.0 RESPONDING TO DISCLOSURE (Guidance)

6.1 When receiving a disclosure:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child that they are being taken seriously and that they will be supported and kept safe. Tell them you are pleased that they are speaking to you.
- Never promise secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you understand correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child (although difficult) that what they experienced is wrong.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard verbatim.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language, verbatim. Include any questions you may have asked. Do not add any opinions or interpretations.
- In cases of sexual violence or harassment, students should not be made to feel ashamed for making a report.

6.2 Never:

- Promise confidentiality as the staff member must act in the child's best interests
- Ask leading questions.
- Ask the child to write down their account.
- Investigate with, or without, others.
- Take photographs of marks.
- Attempt any medical judgement.
- Arrange a medical examination.
- Tape/video record an interview.

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- Ask a child to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child. (believe the child and record on record sheet (appendix three – Recording and reporting safeguarding concerns form, version September 2018, appendix 3).
- Do not view or forward illegal images of a child.
- Disclose to a parent information held on a child if this would put the child at risk of significant harm.

6.3 Child on Child (Peer on peer) sexual violence and sexual harassment. Additional consideration and actions to be taken when responding to reports of sexual violence and sexual harassment.

All actions in 6.1 and 6.2 responding to a disclosure must be followed.

Any decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

The school's initial response to a report from a child is important.

- It is essential that all victims are reassured 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 sexual violence or sexual harassment.
- A victim should never be made to feel ashamed for making a report.

It is important that:

- staff do not view or forward illegal images of a child.
- if possible reports should be managed with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy).
- the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. The need for a risk assessment should be considered on a case-by-case basis.
- The risk and needs assessment should consider:
 - the victim, especially their protection and support;
 - the alleged perpetrator;
 - all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.
- Risk assessments should be recorded (written or electronic) and should be kept under review.
- The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required.

Action following a report of sexual violence and/or sexual harassment.,

The following should be considered:

- the wishes of the victim in terms of how they want to proceed.
- victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered

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- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, age, disability
- if the alleged incident is a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, adult students or school or college staff; other related issues and wider context.
- how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Managing the report:

- Where a report is going to be made to children's social care and/or the police, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.
- This does not and should not stop the school or college taking immediate action to safeguard their children, where required.
- School will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

The school will consider the following responses to the report:

- **Manage internally** for example, one-off incidents, could be managed through the behaviour for learning policy.
- **Early help** can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- **Referrals to children's social care** where a child has been harmed, is at risk of harm, or is in immediate danger, schools will make a referral to local children's social care.
- **Reporting to the Police**
 - Any report to the police will generally be in parallel with a referral to children's social care.
 - Where a report of rape, assault by penetration or sexual assault is made, this should be passed on to the police.
 - the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers.
 - They should discuss the best way to protect the victim and their anonymity.

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

7.0 SUPPORTING STAFF

- 7.1 We recognise that staff working in the School who have received a disclosure or become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- 7.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Leader(s) and to seek further support as appropriate.
- 7.3 All staff are able to access confidential support and counselling through BCC Staff Careline, Teacher Support Network.
- 7.4 Staff must proactively keep up to date with information on specific safeguarding issues including, Child Sexual Exploitation and Female Genital Mutilation. Non-exhaustive information on these and other specific safeguarding issues can be found in Appendix Six or in KCSIE Annex A.
- 7.5 The DSL will support staff in keeping up to date with local and national matters
- 7.5 Staff must consider the extra vulnerabilities for Looked After Children [LAC], a child previously looked after, a Child in Care, a care leaver and children with SEN and disabilities.

8.0 THE DESIGNATED SENIOR LEADER

- 8.1 Our Designated Safeguarding Leader (DSL) on the senior leadership team with lead responsibility and management oversight and accountability for safeguarding and child protection is David Gunn the Deputy Headteacher, who along with the Headteacher, will be responsible for coordinating all child protection activity.
The key role of the Designated Safeguarding Lead is to:
- manage referrals from school staff or any others from outside the school;
 - work with external agencies and professionals on matters of safety and safeguarding;
 - undertake training;
 - raise awareness of safeguarding and child protection amongst the staff and parents;
 - ensure that child protection information is transferred to the student's new school
- 8.2 The Designated Senior Leader for child protection will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.
- 8.3 Where the school has concerns about a child, the Designated Safeguarding Leader will decide what steps should be taken and refer to relevant investigating agencies and the DSL should advise the Headteacher. However, all staff may raise concerns directly with Children's Social Care services even if the DSL has not taken this action. Children's Advice & Support Service (CASS) is contactable on 0121 303 1888 and the out of hours emergency duty team on 0121 675 4806.
- 8.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Leader feels their having knowledge of a situation will improve their ability to

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- 8.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- 8.6 Access to these records by staff other than by the Designated Senior Leader and deputies will be restricted, and a written record will be kept of who has had access to them and when.
- 8.7 Parents will be aware of information held on their children (unless knowledge could put the child at risk of significant harm) and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 8.8 Information held on any child should not be disclosed to a parent if this would put the child at risk of significant harm.
- 8.9 If a student moves from our school, child protection records will be forwarded on to the Designated Senior Leader at the new school, with due regard to their confidential nature. These records will be transferred in their entirety and no documentation contained in the file photocopied. The School will keep a copy of the chronology sheet for our own records. Contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 8.9.1 If a child transitions to a further education establishment (post 16) then they will be consulted before the transfer of their folder if the transfer is deemed necessary.
- 8.10 If sending by post student records will be sent by "Special/Recorded Delivery".
- 8.11 If a student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 8.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- 8.13 When the Designated Senior Leader resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

- 8.14 In exceptional circumstances when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

9.0 THE GOVERNING BODY

- 9.1 The School has a nominated Governor for child protection at the school. The Nominated Governor is responsible for liaising with the Headteacher and Designated Senior Leader over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- 9.2 The nominated governor will liaise with the Headteacher and the Designated Senior Leader to produce an annual report for governors and the local authority (s175/s157).
- 9.3 The governing body will ensure that the school:
- has a child protection policy in place that is consistent with DfE guidance and with the procedures of Birmingham Safeguarding children Partnership;
 - operates, “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers;
 - has at least one senior member of the school’s leadership team acting as a Designated Senior Leader for Child Protection;
 - ensures that the Designated Senior Leader attends appropriate refresher training every two years;
 - ensures that the Headteacher and all other staff who work with children undertake training
 - ensures that temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
 - remedies any deficiencies or weaknesses brought to its attention without delay;
 - has procedures for dealing with allegations of abuse against staff/volunteers.
- 9.4 The governing body reviews its safeguarding policies/procedures annually.
- 9.5 The Chair of the governing body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher.

10.0 SUPPORTING CHILDREN/YOUNG PEOPLE

- 10.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 10.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child’s wishes and feelings. A written outline of the individual support plan will be kept in the child’s child protection record.

- 10.3 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. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 10.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.
- 10.5 KNGS has a duty to report to the local authority all children leaving our roll (other than at expected transition points) or missing from education.

11.0 INVOLVING PARENTS/CARERS

- 11.1 In general, we will discuss 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 Designated Senior Leader. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. It will be made clear that this is a legal obligation and not a personal decision.
- 11.2 Parents/carers will be informed about our child protection policy upon request and accessible through the school website.

12.0 MULTI-AGENCY WORK

- 12.1 We will follow procedures set by our local Safeguarding Children's partnership and follow any relevant local arrangements. KNGS will update its multi-agency working in line with the locally three key safeguarding partners; the local authority; the clinical commissioning group and police.
- 12.2 We will work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care. Referrals should be made by the Designated Senior Leader to the Information, Advice Support Service (0121 303 1888). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

Every PSHE/RSE lesson is explicit in informing students who they can talk to in school and highlights relevant external agencies, should they have a safeguarding concern. This information is shared with students in September induction for all year groups.

- 12.2 We will co-operate with any child protection enquiries conducted by Children's Social Care: the school will ensure representation at appropriate inter-agency meetings such as initial and review child protection conferences, core group meetings and integrated support plan meetings.

- 12.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- 12.4 Where a child in school 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.
- 13.0 THE CURRICULUM** Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.
- 13.1 The curriculum, PHSE/RSE, assemblies and school displays are to be used to address relevant issues. For example; British values, self-esteem, emotional literacy, assertiveness, power, female genital mutilation (FGM), forced marriage (FM), sex and relationship education, e-safety and anti-bullying (including peer on peer abuse).
- 13.2 The school will make available and display relevant contact information for children such as Childline (0800 1111).

14.0 SAFER RECRUITMENT AND SELECTION

- 14.1 The school pays full regard to Working Together to Safeguard Children (July 2018) Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) including s128 checks as appropriate. An up to date Single Central Record detailing these checks will be kept.
- 14.2 All recruitment materials include reference to the school's commitment to safeguarding and promoting the wellbeing of students.
- 14.3 There will be at least one person trained in 'Safer Recruitment' sat on the recruitment panel of **all** staff / volunteer recruitment processes.
- 14.4 Identity checks are carried out on all appointees to the school before appointment is confirmed. If new appointees have lived outside the UK they will be subject to additional checks as appropriate.
- 14.5 The school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- 14.6 The school checks that all agency or third-party organisations that send staff or volunteers to the academy have systems that ensure that the same standards are applied to visiting staff as apply for school staff.

15.0 CHILDREN WITH ADDITIONAL NEEDS / SEND

15.1 Kings Norton Girls' School recognises that while 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 drug / alcohol abusing parents, Looked After Child or child in care etc.

15.2 Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Kings Norton Girls' School, we identify students who might need more support to be kept safe or to keep themselves safe by:

- Offering them a 'safe' place at break times.
- Offering an alternative registration point during emergency evacuation procedures.
- Giving them more frequent access to specified support staff.

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

16.0 PEER on PEER ABUSE

16.1 Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence and sexual harassment, and sexting and initiation/hazing type violence and rituals. Responding to the report as in sexual abuse.

16.2 Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. Kings Norton Girls' School recognises that an emphasis should be given to 'Prevent Bullying' and every student has the right to be free from bullying and abuse. Kings Norton Girls' School recognises that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy or using the Anti-bullying policy.

16.2.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of KNGS. Responses, both safeguarding and behaviour related, will consider

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the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

16.3 Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

16.4 OTHER POLICIES WHICH HAVE RELEVANCE TO THE PEER on PEER ABUSE SECTION

- Behaviour Policy, Anti-Bullying Policy, Anti-Harassment and the Racial Equality Policy

17.0 CHILDREN MISSING EDUCATION

17.1 Staff will be made aware that children missing education are a vulnerable group.

17.2 Parents are required to inform the school of any absence and supply two emergency contacts (they are informed of this expectation during induction to school).

17.3 A child missing education is when their whereabouts is unknown. This might be:

- a child who is not at their last known address and:
- has 5 or more days of continuous absence from school without explanation, or:
- has left school suddenly and their destination is unknown.

17.4 The DSL (or deputies) will request through the Children Missing Education Service (CME) background checks & home visit prior to referral and proceed to a full referral dependant on outcome. CME: 0121 3034983, CME@birmingham.gov.uk

18.0 ANTI- EXTREMISM

18.1 As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

- 18.2 At KNGS we guard against extremism by building resilience and awareness and reducing vulnerability through our inclusive ethos and taught curriculum. Safe open discussions take place which are underpinned by British family values and community cohesion and inclusion.
- 18.3 The school builds resilience through learning activities which:
- Allow students to explore their place in the global community whilst learning how false interpretations of historical contexts can lead to extremist views.
 - Facilitate a safe space for dialogue and positive interaction.
 - Equip young people with appropriate capabilities - skills,
 - knowledge, understanding and awareness.
- 18.4 The school uses external organisations to further develop this resilience as part of PSHE and curriculum enrichment, e.g. interfaith week, the police, myth-busting roadshows, and projects using sport and drama.
- 18.5 KNGS will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.
- 18.6 KNGS promotes a strong understanding of faith, culture and history through curriculum areas (religious education) and PHSE and collective worship (see collective worship policy). Discussions will aim to develop a stronger understanding of religion, society and history across all communities, breaking down the suspicion and misunderstanding and raising awareness of false ideological and historical arguments that can lead to extremist views that can result from ignorance. Where questions/discussions arise emphasis will be placed on understanding and awareness of how false interpretations of historical contexts can lead to extremist views.
- 18.7 Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the designated safeguarding lead (or deputy) making a Prevent referral.
- 18.8 The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
- 18.9 Recognising Extremism: See Appendix 2
- 18.10 Anti-extremism Related National Documents
- HM Government - The Prevent Strategy: A Guide for Local Partners in England. *Stopping people becoming or supporting terrorists and violent extremists*
 - HM Government - The Prevent duty Departmental advice for schools and childcare providers June 2015

- Kings Norton Girls' School Safeguarding and Child Protection Policy
- HM Government - Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014
 - DfE - Teaching approaches that help to build resilience to extremism among young people

19.0 INTERNET USAGE & E-SAFETY

- 19.1 We believe that access to the internet:
- Enriches the quality of curriculum provision and extends learning activities,
 - Helps us raise children's attainment,
 - Supports teachers' planning and resourcing of lessons,
 - Enhances the School's management and administration systems,
 - Enhances staff development through access to educational materials, as well as the sharing of information and good curriculum practice, support centres/agencies, the LA and DFE.
- 19.2 However, it is also the case that the use of such technology may sometimes expose children to the risk of harm. Apart from the risk of children accessing internet sites which contain unsuitable material, risks to the well-being of children may also exist in a variety of other ways. This policy therefore details strategies and guidance for addressing the issues of:
- Publishing digital images of students and staff;
 - Keeping children safe from grooming via the internet or other digital communication devices;
 - Keeping children safe from Cyber Bullying;
 - Keeping children safe from inappropriate digital content;
 - Keeping teaching staff and other adults safe.
- 19.3 General principles for dealing with e-Safety issues
- An environment should be encouraged where students feel confident when it comes to reporting inappropriate incidents involving the internet, mobile technology or email.
 - Kings Norton Girls' School makes use of an effective range of technological tools to maintain a safe ICT learning environment. (Refer to Appendix 5).
 - Roles and responsibilities of staff involved are clearly designated and monitored. The network manager and the designated teachers will investigate and take appropriate action where there are safeguarding concerns.
 - The School will deliver an ongoing education programme for students, staff and parents.
- 19.4 Acceptable Use - Publishing digital images of students and staff.
This covers the publishing of digital images of students and staff in paper-based documents, on the School's website, via email or using removable storage devices. It includes both still and moving images, video and audio files. Kings Norton Girls' does not allow images of its students and staff to be published on third party websites, such as YouTube, unless written permission has been granted. If a student or a member of staff uses third party websites to undermine or bully other members of the school, they will be sanctioned accordingly.

- 19.5 The School will use digital images of students and staff where it feels it is appropriate to do so. Examples of where they might be used are:
- To celebrate achievement.
 - To promote the school and its work.
 - To improve the quality of the learning experience.
- 19.6 When using any digital image the School will ensure that the person's privacy is protected. It will do this by:
- Having the necessary permission to publish.
 - Not publishing (print or digital) the student's name in a way that could link the name to the image except where parental permission is obtained.
 - Not publishing any personal/sensitive details.
- 19.7 When storing digital media (images, video or audio files) of students or staff within the school they will be stored safely on a staff area on the school's network.
- 19.8 Keeping children safe from internet grooming
If there is concern that a child's safety is at risk because there is a suspicion that someone is using communication technologies (such as social networking sites) to make inappropriate contact with a child the concern should be reported to and discussed with the named designated senior leader for Child Protection. If appropriate the following could be actioned:
- A decision made as to whether parents should be contacted.
 - Advise the child on how to terminate the communication and save all evidence.
 - Contact Child Exploitation & Online Protection <http://www.ceop.gov.uk/>
 - Consider the involvement of police and social services.
- 19.9 To safeguard students Kings Norton Girls' School will:
- Block all Chat rooms, forums and social networking sites (that we are aware of or made aware of) except those that are part of an educational network or approved Learning Platform;
 - Only use approved and appropriate blogging or discussion sites, such as those posted on our website by staff.
 - Only use approved or checked webcam sites.
- 19.10 Keeping children safe from cyber bullying. Kings Norton Girls' School will not tolerate bullying, whatever form it takes (refer to Anti-Bullying Policy). Cyber bullying is bullying through the use of communication technology like mobile phone text messages, social network sites, blogs, e-mails or websites. This can take many forms for example:
- Sending threatening or abusive text messages or emails, personally or anonymously.
 - Making insulting comments about someone on a website, social networking site (e.g. Facebook, MySpace), web log (blog), text messaging or instant messaging system such as 'snap chat'.
 - Making or sharing derogatory or embarrassing images, videos or audio of someone via mobile phone, email or website (such as 'Happy Slapping' videos or 'sexting').

- 19.11 Using ICT to bully could be against the law. Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the Harassment Act 1997 or the Telecommunications Act 1984.
- 19.12 If a bullying incident directed at a child occurs using email, website, blog, instant messaging or mobile phone technology and is in any way connected to the school some or all of the following might be applied:
- Advise the child not to respond to the message
 - Refer to relevant policies including Behaviour for Learning and Anti Bullying policy, and apply appropriate sanctions
 - Secure and preserve any evidence
 - Inform the sender's e-mail service provider
 - Notify parents of the children involved
 - Consider delivering a parent workshop for the school community
 - Consider informing the police depending on the severity or repetitious nature of offence
- 19.13 If malicious or threatening comments or images are posted on an internet site about a student or member of staff inform a member of SLT who will:
- Request the comments be removed if the site is administered externally
 - Secure and preserve any evidence
 - Internally investigate the incident and inform the DSL or Headteacher.
- The school should then consider:
- Sending all the evidence to 'Child Exploitation and Online Protection' (CEOP) at www.ceop.gov.uk/contact_us.html
 - Endeavouring to trace the origin and inform police as appropriate.
 - Informing the 'Birmingham Safeguarding Children's partnership' (BSCp).
- 19.14 E-Safety: Children Exposed to Abuse through the Digital Media
The Serious Crime Act (2015) has introduced an offence of 'sexual communication with a child'. This applies to an adult who communicates with a child and, where the communication is sexual, or if it is intended to elicit from the child a communication which is sexual, and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion.
- 19.15 Keeping children safe from Inappropriate Internet content Kings Norton Girls' School:-
- supervises the students' use at all times, as far as is reasonable, and is vigilant in learning resource areas where older students have more flexible access;
 - uses NETSUPPORT to actively monitor and capture screen shots of students and staff activity through the identification of key words and phrases, staff screen shots are monitored by SLT;
 - encourages staff to preview all sites before use [where not previously viewed and cached];

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- plans the curriculum context for internet use to match students' ability within the constraints of the school filtering system, to minimise the risk to users when searching the internet;
- informs users that Internet use is monitored;
- informs staff and students that they must report any failure of the filtering systems directly to the ICT Network Manager who will inform the filtering provider.
- blocks student access to illegal music download or shopping sites as we become aware of them – except those approved for educational purposes.
- requires all staff to sign an e-safety agreement form and keeps a copy on file;
- makes clear all users know and understand what the 'rules of appropriate use' are and what sanctions result from misuse – through staff meetings and teaching programme;
- keeps a record, e.g. print-out, of any bullying or inappropriate behaviour for as long as is reasonable in-line with the Schools' behaviour management system;
- ensures parents provide consent for students to use the Internet, as well as other ICT technologies, as part of the e-safety acceptable use agreement form at the time of their daughter's entry to the School;
- refers any material we suspect is illegal to the appropriate authorities (LA/Police) once a thorough internal investigation has taken place.

19.16 Keeping teachers and other adults safe

Infringements of E-Safety Policy do not only involve students. Teachers and other adults working in the school could be the victims of 'cyber bullying'. In order to minimise the risk the school requires that you:

- Only use the school email and school telephone system to communicate with students, staff and parents.
- Do not share (with students or parents) any personal contact details such as home addresses, personal phone numbers or email accounts. For school trips always borrow a school mobile phone.
- Consider carefully how you use social networking sites including privacy settings and accessibility, ensuring that students or parents cannot access personal information, including photographs.
- Do not contact or invite students or parents to be 'friends' on social networking sites.
- Do not accept invitations to become members of students' or parents' networking sites.
- Do not set up any internet accounts linked directly to the school without first gaining permission from the Headteacher.
- Only use the school internet for work related matters.

19.17 If colleagues fail to observe these requirements the School may not be able to protect them from the consequences.

19.18 Data Protection

Sensitive information about students and staff should only be viewed/stored by staff whilst on site and only kept on record for the required period of time in accordance with the Data Protection Act. If a member of staff needs to view this information offsite, other than via remote access, staff should use a school approved encrypted/password protected device or software, which will be provided by the IT Network manager. They should also clear this with their

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line manager.

19.19 Education and training - Students

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we do not allow personal mobile devices to be used. We also educate students of appropriate use and risks through:

- Assemblies
- ICT lessons planned into the curriculum
- Posters and reminders
- Distributing any appropriate leaflets or promotional material provided by external organisations such as CEOP, Safe, Digital Me.

19.19.1 Learning from home

- To support student's safety and raise awareness to both parents and students during any prolonged need to access learning from home the school will communicate parent and student guidance on keeping safe online and how to report concerning material or incidents. E.g. Safeguarding letter for students How to keep yourself safe found on the school website in the COVID19 folder. Supplemented with a parental version.

19.20 Education and training - Staff

- Regular reminders and guidance using staff meetings, email and website.
- Annual requirement to read and sign off ICT policy (as embedded in safeguarding policy).

19.21 Education and training - Parents and other adults

- Policy and guidance included in Home - School Agreement.
- Articles in School newsletter.
- Flagging of policies and procedures on School website.
- Parent information evenings.

19.22 Guidance - What do we do if?

N. B. Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

19.23 An inappropriate website is accessed unintentionally in school by a teacher or child.

1. Play the situation down; don't make it into a drama.
2. Report to the School's ICT Network Manager and DSL and decide whether to inform parents of any children who viewed the site.

19.24 An inappropriate website is accessed intentionally by a child.

1. Refer to the behaviour policy and apply sanctions in line with the School's behaviour policy.
2. Report to the DSL who will inform the parents.
3. Inform the Schools' Network Manager.

- 19.25 An adult uses School IT equipment inappropriately.
1. This could be highlighted through the schools monitoring software NETSUPPORT, or if there is a concern this must be reported to the DSL or Headteacher immediately.
 2. The DSL or Headteacher will investigate the concern thoroughly and where possible ensure a second colleague is with them so not to view the misuse alone.
 3. If the material is offensive but not illegal, the Headteacher should then:
 - Remove the PC to a secure place.
 - Instigate an audit of all ICT equipment by the school's ICT managed service providers to ensure there is no risk of students accessing inappropriate materials in the school.
 - Identify the precise details of the material.
 - Take appropriate disciplinary action.
 - Inform governors of the incident.
 4. In an extreme case where the material is of an illegal nature:
 - Remove the PC to a secure place.
 - Document all action taken.
 - Contact the appropriate authorities.
- 19.26 A bullying incident directed at a child occurs through email, website, messaging system or mobile phone technology and is in any way connected to the school.
1. Advise the child not to respond to the message.
 2. Secure and preserve any evidence.
 3. Report to the school's DSL (David Gunn) who will inform the service provider/ICT Manager and notify parents of the children involved.
 4. Apply sanctions in line with the School's behaviour policy.
 5. Inform the Headteacher who will, depending on the severity of the incident consider informing the police and/or Birmingham Safeguarding Children's Partnership (BSCP).
- 19.27 Malicious or threatening comments are posted on an Internet site (e.g. blogs or social networking sites) about a student or member of staff.
1. Inform and request the comments be removed if the site is administered externally.
 2. Secure and preserve any evidence.
 3. Investigate thoroughly and apply sanctions as appropriate.
 4. Inform the Headteacher who will, depending on the severity of the incident consider informing the police and/or BSCB.
- 19.28 You are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites, email or mobile devices) to make inappropriate contact with the child.
1. Report to and discuss with the named DSL in the School and they will contact parents.
 2. Advise the child on how to terminate the communication and save all evidence.
 3. Contact CEOP <http://www.ceop.gov.uk/>
 4. Consider the involvement of police and social services. Inform LA e-safety officer.

20.0 USE OF PHYSICAL INTERVENTION INCLUDING SEARCHING

(Reference: DCSF (2007) The use of force to control or restrain students')

20.1 Occasionally staff members are required to use restraint to protect children and young people from harming themselves, members of staff and/or property or to stop students causing disorder. Wherever possible, the use of force should be avoided. When restraint is necessary, it must be used in ways that maintain the safety and dignity of all concerned. In certain circumstances, therefore, a member of staff may use physical intervention or reasonable force, (that is, the minimum physical intervention necessary) to prevent a student from doing, or continuing to do, any of the following;

- Causing disorder
- Injuring themselves or others
- Damaging property

20.2 Examples of the acceptable use of reasonable force are to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety/others' safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- restrain a student at risk of harming themselves through physical outbursts.

(Ref: NON-STAT, DfE 'Use of reasonable force' Advice for headteachers, staff and governing bodies - July 2013 {update spring 2014})

20.3 POWER TO SEARCH STUDENTS WITHOUT CONSENT

20.4 In addition to the general power to use reasonable force described above, Headteachers and deputies, with a second colleague, can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

20.5 Force cannot be used to search for additional items banned under the school rules.

20.5.1 School banned items: If a member of staff suspects a student has a banned item in his/her possession, we can instruct the student to turn out his or her

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pockets or bag and if the student refuses, the teacher and school can apply an appropriate sanction as set out in the school's behaviour policy.

20.5.2 Locker searches: KNGS make it a condition of having a locker that the student consents to having these searched for any item whether or not the student is present.

20.5.3 Electronic Devices: Staff authorized by the Headteacher may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury, or damage property.

Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

20.6 Physical intervention will never be used as a form of punishment.

21.0 HOSTING EXCHANGE STUDENTS

21.1 Children at KNGS may have an opportunity to take part in foreign visits. As such we have a duty to safeguard and promote children's welfare including that of the foreign exchange student. When a family hosts a foreign exchange student it is known as 'homestay'.

21.2 Persons 18 and over in a home where visiting students will stay, will be deemed responsible for the child and be classified as engaging in regulated activity for the period of the stay. Thus, making KNGS the regulated activity provider. A regulated activity provider commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

21.3 KNGS will do the best of its ability to ascertain all adults (18 and over) living or frequenting a residence to be used in such an exchange. These adults will be requested to have an enhanced DBS with barred list check.

22.0 VOLUNTEERS

22.1 A volunteer is not a visitor. KNGS define a volunteer as a person who offers their services free of charge to the school on a more regular basis than a visitor.

22.2 A risk assessment will be performed to decide if a DBS check is required.

22.2 Under no circumstances will an unchecked volunteer be left unsupervised or allowed to work in regulated activity.

23.0 Mental Health

- 23.1 All staff at KNGS are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 23.2 School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.
- 23.3 Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

24.0 Children with a Social Worker

- 24.1 At KNGS we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.
This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
These needs are taken into account when making plans to support students who have a social worker.
- 24.2 Every child with a social worker will have a key adult that works with the DSL to ensure their needs are met. This could include communicating relevant information to staff to ensure learning and development is supported across the school.

25.0 OTHER AREAS OF WORK AND POLICIES

- 25.1 Our safeguarding and child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.
- 25.2 To ensure the embedding of safeguarding throughout our work and a whole school approach, all school policies and procedures are referenced against safeguarding requirements. Such would include the following which is not an exhaustive list:-
- Anti-bullying policy
 - Anti-harassment policy
 - Behaviour for learning policy
 - Educational visits and offsite activities policy
 - Equality policy
 - Health and safety policy
 - ICT acceptable use policy
 - Managing drug related incidents policy
 - Medical needs policy
 - Photographic policy
 - Relationship and Sex education policy
 - Whistleblowing policy

26.0 TRAINING

- 26.1 All members of staff and Governors will receive regular safeguarding and child protection updates as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. Registers of relevant refreshers/DSL training will be kept by the school. The Governing Body also receives training every year or on appointment via the schools DSL.
- 26.2 New staff will receive safeguarding and child protection training as part of their induction process this is mandatory and will include;
- the child protection policy;
 - the behaviour policy;
 - the staff code of conduct;
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- 26.3 The DSL will be provided with appropriate core training in order to carry out their role and will attend refresher training updates every two years. The Headteacher will receive training at least every two years. The DSL will also undertake topic specific training at regular intervals at least yearly.
- 26.4 Safer recruitment training is available to all relevant staff and governors who are involved in the recruitment process.
- 26.5 Safeguarding and Child Protection training will be clearly cross referenced and supplemented by other areas of staff training including appropriate touch, care & control (including safe restraint), behaviour management and risk assessment. Training with regard to staff implementing the school's behaviour policy is also relevant.
- 26.6 The DSL will inform staff of students who have a social worker and help promote educational outcomes by sharing necessary information about the welfare, safeguarding and child protection issues with teachers and the school leadership staff.

27.0 REVIEW

- 27.1 This policy will be reviewed annually by the Governing Body Standards & Curriculum Committee.
- 27.2 This policy will receive extra reviews if new statutory guidance is published.

28.0 OTHER RELEVANT POLICIES/PROCEDURES

Curriculum Policy

PSHE programme of study

Behaviour for learning policy

Anti-Bullying Policy

Educational visits and offsite activities policy

Disaster management plan

Assessment policy

Special educational needs and inclusion policy

KNGS Professional code of conduct (incorporates dress code)

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APPENDIX ONE

IDENTIFYING CHILDREN and YOUNG PEOPLE WHO MAY BE SUFFERING ABUSE

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. 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. They may be abused by an adult or adults or another child or children.

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3.1 SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;

- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. EMOTIONAL ABUSE

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

5. RESPONSES FROM PARENTS

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Research and experience indicates 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; or
- Violence between adults in the household.

6. CHILDREN WITH DISABILITIES

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

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

APPENDIX TWO

1. Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

2. Female Genital Mutilation (FGM)

Staff are made aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In school, this will likely come from a disclosure. Teachers will personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead. The duty does not apply in relation to at risk or suspected cases.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. It is also illegal to remove a girl to another country to have the procedure performed.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Being withdrawn from PSHE
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

3. Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;

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- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited.

Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Underage Sexual Activity The Serious Crime Act (2015) has introduced an offence of 'sexual communication with a child'. This applies to an adult who communicates with a child and, where the communication is sexual, or if it is intended to elicit from the child a communication which is sexual, and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion, previously it was on at least two occasions.

4. 'Honour-based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, violence and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

5. Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes

- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

6. Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements via the schools reporting concerns procedure (red concern form). The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

7. County Lines

County lines is the organised criminal distribution of drugs from big cities into smaller towns and rural areas using children and vulnerable people.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Signs to look out for:

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation • suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

For more information see: Criminal exploitation of children and vulnerable adults: county lines September 2018 (home office)

8. Criminal Child Exploitation

KCSIE 2020 states CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The 19 victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page

Kings Norton Girls' School Safeguarding and Child Protection Policy 20 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

9. Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

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APPENDIX THREE – Proforma: Dealing with a disclosure of abuse

This RED document is obtainable from the school's main office (reception) and must be used for all safeguarding referrals to the Designated Safeguarding Lead. Current Version date: September 2020

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------|------|
| Recording and Reporting Safeguarding Concerns Form (version: September 2020) Staff, volunteers and regular visitors are required to complete this form and pass it to DAVID GLINN the Designated Safeguarding Lead (DSL) if they have a safeguarding concern about a child in our school or Mrs Peggitt or Miss Macauley or Mrs Bi if he is unavailable. | | | |
| Full name of child | Date of Birth | Form group | Year |
| | | | |
| Your full name | | | |
| Your position in school (contact details if not directly employed by the school or volunteer) | | | |
| Nature of concern/disclosure | | | |
| Record facts and do not make judgements (state dates, times, places, <u>what you saw</u> , what was observed, who was present, questions asked etc). If support is needed filling in this form do not delay, the DSL will help. Any concerns about staff should be reported directly to the Headteacher. Concerns about the Headteacher should be reported directly to the LADO. | | | |
| | | | |
| Time & date of incident: | | | |
| Immediate action taken by reporter: | | | |
| Who are you passing this information to? | | Number of additional sheets: | |
| Name: | | | |
| Position: | | | |
| Your signature: | Time form completed: | Date form completed: | |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Recording and Reporting Safeguarding Concerns Form (version: September 2020) Staff, volunteers and regular visitors are required to complete this form and pass it to DAVID GLINN the Designated Safeguarding Lead (DSL) if they have a safeguarding concern about a child in our school or Mrs Peggitt or Miss Macauley or Mrs Bi if he is unavailable. | | |
| Time form received by DSL: | Date received by DSL: | |
| Action taken by DSL: | | |
| Reason for action by DSL: | | |
| Full name: | DSL Signature: | Date: |
| | | |
| Referred to Attendance Officer Police School Nurse Children's Services PSA SENCO Other (specify) | | |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | |
| Sound Book (children's services referral) reference number: | | |
| Date: | Time: | |
| Parents informed? Yes / No (if No, state reason) | | |
| Feedback given to: | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parent/Staff | Tutor | Child |
| Parent who recorded disclosure/raised concern: <input type="checkbox"/> | | |
| Further Action Agreed: | | |

APPENDIX FOUR

COMPLAINTS/ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF

The detailed framework for managing cases of allegations of abuse against people who work with children is set out in Working Together to Safeguard Children (March 2015) and *Birmingham Safeguarding Children's Partnership Procedures Section 16: Child Protection in Education Establishments Catering for Children and Young People Aged 19 or Under*.

This policy guidance provides a summary of the steps that must be followed where it is alleged that a member of school staff (including governors, volunteers supply teachers, agency staff and those who work on a temporary or supply basis) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way that indicates they may pose a risk of harm if they work with children ~~regularly or closely with children~~.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff could take the following forms (*examples only*):

- **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 students, sexual harassment, sexual assault and rape.
- **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

Any allegation of abuse must be dealt with quickly, fairly and consistently, giving protection to the child and at the same time supporting the person who is the subject of the allegation.

When an allegation of abuse is made

When a complaint is made against an employee there should be immediate consideration of whether a child or children is/are at risk of significant harm and in need of protection.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure the matter is reported to the

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Headteacher (or the Designated Senior Leader with Responsibility for Child Protection) in line with BSCB section 22: concerns about persons in a position of trust.

In the event that the allegation involves the Headteacher then the matter must be reported to the Chair of Governors who can be contacted via the Headteachers PA or DSL and if there is a child protection issue the Chair of governors must report to the Head of Service (LADO) Local Authority Designated Officer (0121 6751669). If the concerns are about a governor a report must be made to the Head of Service, LADO.

In all cases, the Headteacher must have an immediate preliminary consultation about the allegation or concern with HR and where there is a child protection issue the Headteacher will then report the matter to the Local Authority Designated Officer (LADO).

The Headteacher and the LADO will consider the nature, content and context of the allegation and agree a course of action. If a decision of no further action is taken, all agreements and decisions need to be recorded and the individuals concerned informed. Should further action be necessary, the LADO will advise on further action in accordance with statutory obligations. This is not the beginning of an investigation, but part of the basic information gathering process. Advice will include who, if anyone, should be made aware that an allegation or concern has been raised.

It is important for this consultation to take place to demonstrate that the school has acted in an open and transparent manner in establishing if the allegation meets the threshold for referral. Confidentiality must be maintained throughout this stage in order that any subsequent investigation is not prejudiced and that the interests of all parties are protected.

Serious allegations may require immediate intervention by the police and/or the local authority's social care services. If a strategy discussion is needed, or police or local authority's social care services need to be involved, those agencies will be consulted and action agreed. A strategy discussion is convened if significant harm to a child is suspected, taking account of the fact that staff are entitled to use reasonable force to control or restrain students in certain circumstances, including dealing with disruptive behaviour. If a strategy discussion is needed, this will be co-ordinated by the LADO.

Where it is clear that an investigation is unnecessary, the options range from taking no further action to summary dismissal or a decision not to use the person's services in future.

In straightforward cases the investigation is normally carried out by a senior member of staff, but some cases will require an independent investigator.

Timescales

All allegations must be investigated as a priority to avoid any delay. Where the allegation does not involve a possible criminal offence or formal disciplinary action, appropriate action should be taken normally within three working days.

Suspension

In some cases the possible risk of harm to a child or the seriousness of the case means that the person is suspended until the case is resolved. Suspension should not happen automatically and other alternatives such as redeployment or the presence of an assistant should be carefully considered.

Where a strategy discussion or initial evaluation concludes that there should be local authority enquiries or an investigation by the police, the LADO should be asked for their views on suspension, but the final decision lies with the school.

Supporting those involved

Employers have a duty of care to their employees. Individuals will be informed of concerns or allegations as soon as possible, and told what will happen next. They should be advised to contact their trade union representative for support. The employee must be kept informed of the progress of their case and current work related issues. Kings Norton Girls' school will provide a named contact at the school to support the suspended member of staff to ensure the school carries out its duty of care.

Parents or carers of a child should be told about the allegation as soon as possible, after this is agreed with any other agencies involved. They must also be kept informed about the progress of the case, and told of the outcome where there is not a criminal prosecution.

The local authority social care services or the police will consider what support the child or children involved may need.

Confidentiality

Confidentiality is extremely important while an allegation is being investigated. The school will take advice from the LADO, police and local authority social care services and agree the following:

- Who needs to know and exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any, information can be given out to reduce speculation;
- How to manage press interest.

Resignations

Where a person resigns, or refuses to cooperate it is still important to follow up, conclude and record the result of the investigation where possible.

Record keeping

Details of allegations that are found to have been malicious are removed from personnel records. Otherwise a clear summary of the allegation, with details of how

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it was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file and a copy provided to the person concerned.

This record can then be used for any future reference or CRB disclosure and to prevent unnecessary re- investigation. The record should be retained at least until normal retirement age or for a period of 10 years from the date of the allegation if longer.

References

Where an allegation is unsubstantiated, unfounded or malicious it should not be included in employer references, this includes any history of repeated concerns or allegations which have all been found to be unsubstantiated or malicious.

Action following a Criminal Investigation or a Prosecution

The police or the Crown Prosecution Service (CPS) will inform the school and LADO straightaway on completion of an investigation or trial. The LADO will then discuss any further action with the Headteacher or the school's Designated Senior Leader with Responsibility for Child Protection.

Action on conclusion of a case

There is a legal requirement for employers to make a referral to the ISA where they think that an individual has harmed, or is likely to harm a child, including inappropriate sexual conduct. Referrals should be made as soon as possible after the resignation or removal of the staff member and within one month of ceasing to use the person's services. The ISA will consider barring the person from working in a regulated activity.

The return to work of a person who has been suspended needs to be done carefully and support provided; options include a phased return, provision of a mentor and consideration of how best to handle contact with the child who made the allegation if they are still a student.

Action in respect of Unfounded or Malicious Allegations:

In this case the LADO will refer the matter to children's social care to see whether the child concerned is in need of services, or may have been abused by someone else.

The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as potential referral to the police) against any student found to have made deliberate and malicious allegations.

APPENDIX FIVE

IT - Technical safeguarding at Kings Norton Girls' School:-

- Maintains broadband connectivity in house through BT connection with own web filtering system 'fortigate'. (This is a subscription service so is frequently updated);
- Ensures network health through appropriate anti-virus software (system centre end point protection, by Microsoft) and network set-up;
- Monitoring of computer usage through NETSUPPORT for both students and staff
- Ensures the Systems network manager is up-to-date with safeguarding requirements;
- Ensures the Systems network manager checks to ensure that the filtering methods are effective in practice and that they remove access to any website considered inappropriate by staff immediately;
- Never allows students access to internet logs;
- Uses individual log-ins for students and all other users;
- Uses teacher 'remote' management control tools for controlling workstations / viewing users / setting-up applications and Internet web sites, where useful;
- Never send personal data over the Internet unless it is encrypted or otherwise secured;
- Expects staff never leave ICT equipment with access to the internet or to staff or student personal information by either logging off or locking (press "Win" & "L");
- Has the ability to customise student connectivity depending on safeguarding need;
- Allows specified members of staff as required access to student school e-mail accounts and student areas for correct use monitoring purposes;
- Does not allow students to use mobile phones in school;
- Tailors staff and student access to a level access required for their role;
- Uses single user logins and passwords which are not allowed to be transferred or disclosed to others;
- Does not allow staff to use any services that would enable inappropriate actions of copyright material;
- Expects all stakeholders to report damaged equipment to technical support.

APPENDIX SIX

Risk Assessment for Volunteers

This risk assessment should be completed when considering whether a person working as a volunteer at the school should be asked to apply for an enhanced DBS certificate.

Name of Person volunteering

Is the volunteer in 'Regulated' Activity? Yes No

If 'yes', an enhanced DBS with Barred list check is required.

| Consideration | Response |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| What is the age group of the pupils that the volunteer will work with? | |
| Are these pupils regarded as particularly vulnerable? | |
| How frequently will the volunteer be in school? | |
| What is the connection of the volunteer to the school? | |
| What motivates the volunteer to want to work in the school? | |
| Is the volunteer in paid employment or do they work in a voluntary capacity elsewhere with children? | |
| Can the volunteer provide at least one reference from someone other than a family member, including a senior person at the employment or voluntary service named above? | |
| What information does the school already know about the person? | |
| Has the person's identity been verified? | |
| Is the person signed up to the DBS Update Service? | |
| Has a check been completed on the DBS Update Service? | |
| Is the person aware of any reason why they should not volunteer to work with children? | |
| Is the school aware of any reason that the person should not work with children? | |

Level of Risk

- High Risk** – the person has no previous connection with the school AND can not provide references from elsewhere.
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school should consider whether the person's uncorroborated background would raise an unacceptable risk.

- Medium Risk** – The person can provide suitable references for other work with children (either paid or unpaid), they have a connection to the school, and no issues have come to light that would mean they would be unsuitable.
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school may wish to do so, as no enhanced DBS has been seen.

- Low Risk** – The person is signed up to the DBS Update Service and the checks reveal no negative information OR The person is employed or volunteers elsewhere and has a recent enhanced DBS and can provide references OR the school knows the person well (eg. may be a former employee)
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, unless the person uses the DBS Update service, the school may decide to obtain a new enhanced DBS.

Decision

- Application for enhanced DBS check is not needed. State reason(s) below:

- Application for an enhanced DBS check and barred list check is needed. State reason(s) below:

Headteacher (Print Name)

Headteacher (Signature).....

Date

Kings Norton Girls' School Safeguarding and Child Protection Policy
APPENDIX SEVEN



Selly Oak Road · Birmingham · B30 1HW
Telephone: 0121 675 1305 · Fax: 0121 675 2514
Website: www.kngs.co.uk · Email: enquiry@kngs.co.uk

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| Safeguarding and Child Protection |
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Required reading of safeguarding documentation – confirmation

Academic Year 2020 - 2021

Name: _____
(please print)

I confirm I have read and understood the school's Safeguarding and Child Protection policy.

Signed: _____

Date: _____

CODICIL Updates and changes tracking 2020-2021

| Date | Reason for Change | Section/Details |
|----------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 2021 | KCSIE September 2020, January 2021 update + National rising concerns | Section 6. PEER ON PEER additions specifically 6.3. |
| September 2020 | KCSIE September 2020 | References to 2019 removed and replaced throughout document |
| | KCSIE 2020 Paragraph 4 added in to reflect national definition and incorporate the addition of mental and physical | <p>Aims section:</p> <p>Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes. |
| | To highlight not just causes of abuse but also the signs of abuse | Section 1.1 added the 'and signs' Developing staff awareness of the causes and signs of abuse; |
| | Addition to improve statement about judgement about students at risk of radicalisation. | section 18.7 word changes relating to identification and staff and dsl response prevent agenda |
| | Added policies relevant to cyber bullying | Section 19.12 Anti-bullying policy |
| | KCSIE reference to online safety when learning remotely | Section 19.1.1 new section added to include guidance when learning from home on the internet |
| | More emphasis on mental Health in KCSIE 2020 | Section 23 added Mental Health |
| | New section with in KCSIE 2020 | Section 24 added Children with a social worker and all following sections increased number by 1 |

Kings Norton Girls' School Safeguarding and Child Protection Policy

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| <p>KCSIE 2020 direction to inform staff of children with a social worker DSL responsibility</p> | <p>Section 26.6 added <i>The DSL will inform staff of students who have a social worker and help promote educational outcomes by sharing NECESSARY information about the welfare, safeguarding and child protection issues with teachers and the school leadership staff.</i></p> |
| <p>KCSIE PART A addition to information on abuse</p> | <p>Appendix 1 updated with</p> <p>1. Neglect: Abuse can take place wholly online, or technology may be used to facilitate offline abuse.</p> <p>3.1 Sexual abused: Sexual abuse can take place online, and technology can be used to facilitate offline abuse.</p> |
| <p>KCSIE Annex A updates</p> <p>KCSIE 2020 terminology change</p> <p>KCSIE page 85 new information on CCE</p> <p>KCSIE page 83 new information on CCE</p> <p>KCSIE page 86 new information on CCE</p> | <p>Appendix 2 updated</p> <p>section 4 Honour based violence and reference to it changed to abuse</p> <p>Section 7. county lines updated</p> <p>New section 8. Child Criminal Exploitation definitions added</p> <p>New Section 9. Domestic Abuse definition and information added</p> |
| <p>Updated version of red from to improve accuracy of staff information given.</p> | <p>Appendix 3 updated with</p> <p>Reference to our red referral form updated to September 2020 version</p> |
| <p>Clarity on who the allegations are against</p> <p>New part from KCSIE that relates to outside conduct not directly relating to children</p> | <p>Appendix 4</p> <p>Added governors, supply teachers and agency staff to the list</p> <p>Added 4th bullet point to the 'harm' test for allegations against staff</p> <ul style="list-style-type: none"> • behaved or may have behaved in a way that indicates they may not be suitable to work with children. |

CODICIL Updates and changes tracking 2019-2020

| Date | Reason for Change | Section/Details |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| September 6 th | Anti-bully has own policy | Title removed anti bullying wording |
| | Updated with September training | Safeguarding training record |
| | <ul style="list-style-type: none"> • Updates KCSIE Sept 2019 • LSCBs change to partnerships • New teaching online safety in schools guidance available | Key guidance documents updated |
| | Deputies have unrestricted access to safeguarding files | 8.6 'added deputy dsl have access to records' |
| | National changes | 9.3 governing body children's board name change to partnership |
| | National changes | 12.1 children's board name change to partnership |
| | Heightened Expectation | 17.2 CME Added 2 emergency numbers |
| | For ease and confirmation | 17.4 Children missing from education phone number and email added to policy |
| | Changes to national documentation | 23 Other policies added – Relationship and Sex Education |
| | Improve policy | 24.2 Added what's in induction training 24.2 error corrected to 24.3 etc |
| | Alternative providers of training are available and used. | 24.3 Change named provider to appropriate. Changed DSL refresher training to topic specific training |
| | | Appendix 2 Point 3. CSE Point 7. Added reference to county lines and definition Replace all previous with exact wording from DfE document |

CODICIL Updates and changes tracking 2018-2019

| Date | Reason for Change | Section/Details |
|-------------|----------------------------------------------|----------------------------------------------|
| 13/09/2018 | Meeting requirements of KCSIE September 2018 | Policy ratified by governing body 13/09/2018 |