

## Safeguarding and Child Protection Policy (Includes internet usage and online safety)

Key role	Person with responsibility		
Designated Safeguarding Lead including Prevent	Tom Charlett		
Deputy Designated Safeguarding Leads	Nahieda Bi, Joanne Burke,		
Trustee Safeguarding Lead including Prevent	Ally Sophia		
<b>Date of last review</b>	September 2024	<b>Review frequency</b>	Annual
<b>Date of next review</b>	September 2025	<b>Owner</b>	TCH

### Safeguarding Training Record

Person/Group	Date	By whom
Nominated Safeguarding Lead: Ally Sophia School Designated Safeguarding Lead Training Safeguarding LAC and Young People: Understanding Statutory Duties	September 2023 September 2023	Worcestershire Children First The National College
Pastoral Faculty Leader: Nahieda Bi, DSL Refresher	31/03/2023	SSS Learning
CEO/Headteacher: Nicola Raggett, Annual Advanced Certificate in Safeguarding for Designated Leads	2/12/2024	National College; annual certificate
Deputy Headteacher/Students: Thomas Charlett, DSL	12/11/2023	SSS Learning
Deputy Headteacher/Curriculum: Lisa Shakespeare, DSL Refresher	27/03/23	SSS Learning
Head of Year: Paige MacDonagh, DSL Refresher	22/11/2023	SSS Learning
Head of Year: Nicole Wattison, DSL Refresher	21/07/2023	SSS Learning
Head of Year: Laura Gregory, DSL	18/04/2023	SSS Learning
Head of Sixth Form: Sarah Ledwidge, DSL Refresher	24/07/2023	SSS Learning
Assistant SENCO: Jo Burke, DSL Refresher	24/07/2023	SSS Learning
Student Support Assistant: Laura Maleady Bates, DSL	18/05/2023	SSS Learning
Pastoral Faculty Administrator: Michelle Dyson, DSL	14/07/2023	SSS Learning
Pastoral Faculty Administrator: Vicky Hutt, DSL	09/11/2022	SSS Learning
6 <sup>th</sup> Form Pastoral Support Assistant, Lucy Merrell: DSL	12/11/2024	SSS Learning
Support staff, including kitchen staff and cleaners	September 2024	DSL
New staff	Induction on appointment	DSL
Teaching staff	September 2024	DSL
Whole school, current issues and updates	September 2024	DSL

### Safer Recruitment Training Record

Person	Date	By Whom
Nicola Raggett (CEO/ Headteacher)	18/04/2023	SSS learning (expires in 2 years)
Clare Skinner (CFOO/Business Manager)	12/05/2023	SSS learning (expires in 2 years)
Lisa Shakespeare (Headteacher/ Deputy Headteacher)	26/03/23	SSS Learning (expires in 2 years)
Tom Charlett (Deputy Headteacher)	30/10/2024	SSS Learning (expires in 2 years)
Denise Wilson (PA to the Headteacher)	21/11/2024	National College; Annual certificate
Gemma Cartin (Assistant Headteacher SENCO)	25/11/2024	National College; Annual certificate
Darren McClelland (Faculty leader for Science)	16/03/23	SSS Learning (expires in 2 years)

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## Introduction

Kings Norton Girls' School, its staff and trustees 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 everyone's responsibility as defined in Keeping Children Safe In Education September 2024 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online (known as extra-familial harm)
- 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

Everyone who comes in contact with children and their families has a role to play. We expect everyone who works in or visits our school to share this child-centred approach and commitment. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. 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, neglect and exploitation.
- Identifying children and young people who are suffering or likely to suffer abuse, neglect or exploitation 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, neglect or exploitation.
- 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 Safeguarding and Child Protection Policy  
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**

- DFE: Keeping Children Safe in education September 2024
- DFE: Use of reasonable force July 2013
- DFE: Searching, screening and confiscation July 2022
- DFE: Working Together to Safeguard Children December 2023
- DFE: Working Together to Improve School Attendance May 2022
- DFE: Mental Health and Behaviour in Schools June 2014
  - UK Council for Internet Safety: Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020
- The Procedures of Birmingham Safeguarding Children's Partnership Sexual violence and sexual harassment between children in schools and colleges
- 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)
- Teaching online safety in school

***This policy applies to all staff, trustees, 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, neglect and exploitation;
  - Encouraging students and parental/carer 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/carers 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

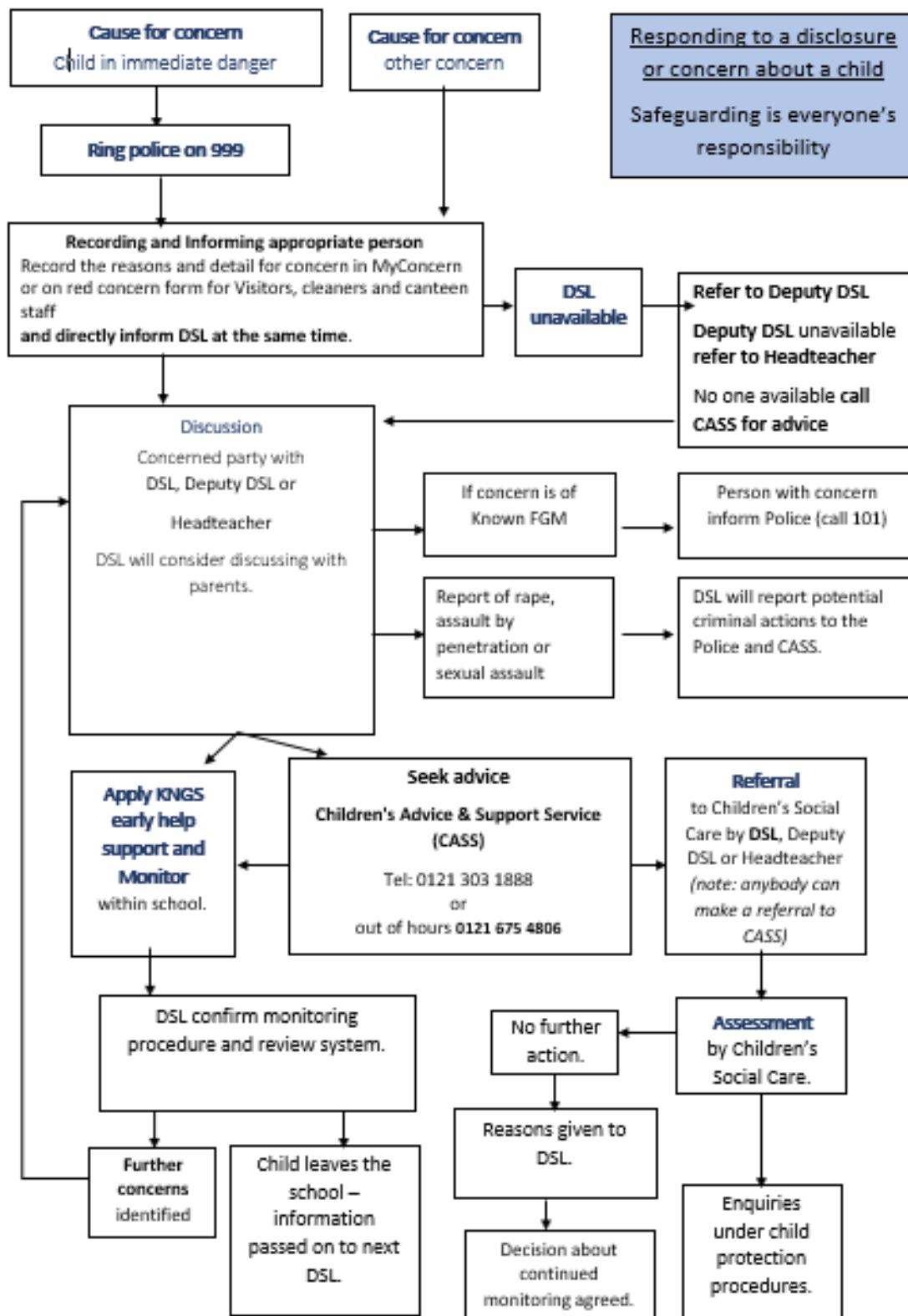
- 2.1 KNGS will take a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child
- 2.2 All staff and visitors will:
- Be familiar with this safeguarding and child protection policy;
  - Be alert to signs and indicators of possible abuse, neglect and exploitation (See Appendix One for current definitions and examples);
  - Recognise that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school;
  - Inform the DSL or deputies of any concern regarding the welfare of students and record the details via My Concern for teachers and support staff with a school email account and on the school's red concern forms for all visitors, canteen and cleaning staff.
  - Deal with a disclosure of abuse, neglect or exploitation from a child in line with the guidance laid out in this policy, anyone with a concern **must** inform the Designated Safeguarding Lead or deputies 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;
  - 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.
- 2.3 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, NEGLECT OR EXPLOITATION

- 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 via My Concern by teachers and support staff with a school email account and on the schools red concern forms for all other staff and visitors that do not have a school email address. All concerns must be discussed with the Designated Safeguarding Lead with responsibility for child protection.
- 3.4 The DSL (or deputies) will decide supportive next steps and or the need for Referral

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 3.5 RESPONDING TO A DISCLOSURE or CONCERN ABOUT A CHILD (flowchart)

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



#### 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, writing 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, neglect or exploitation,
- 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, neglect or exploitation 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/carers 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 Safeguarding Lead (DSL), Deputy DSL, or if not available the Headteacher and record in My Concern or make a written record on a red form if a visitor, cleaner or canteen staff. Staff must inform the DSL at the time and in person that they have raised a concern. 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. All school staff should be particularly alert to the potential need for early help for children who:

- Are disabled or have certain health conditions and have specific additional needs

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- Have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Have a mental health need
- Are young carers
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing/go missing from education, home, or care
- Have experienced multiple suspensions and are at risk of being permanently excluded from schools, colleges, and in alternative provision or a pupil referral unit
- Are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Are at risk of being radicalised or exploited
- Have a parent or carer in custody, or are affected by parental offending
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues, and domestic abuse
- Are misusing alcohol and other drugs themselves
- Are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Are privately fostered children

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  
e-mail: [cass@birmingham.gov.uk](mailto:cass@birmingham.gov.uk)  
secure e-mail: [Secure.cass@birmingham.gcsx.gov.uk](mailto: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



Kings Norton Girls' School Safeguarding and Child Protection Policy information however, staff can ask if they have been harmed and what was the nature of that harm

- 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 perpetrator.
- 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.
- 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. If on a child's phone retain phone if contains evidence. PASS to a DSL who will inform the police and seek advice on what to do with the phone.
- Disclose to a parent/carer information held on a child if this would put the child at risk of significant harm.

### **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
- 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

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- 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 Safeguarding Lead(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 and Westfield Health.

- 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
- 7.6 Staff must consider the extra vulnerabilities for Children in Care [CiC], a child previously in care, a care leaver and children with SEN and disabilities.

## **8.0 THE DESIGNATED SAFEGUARDING LEAD**

- 8.1 Our Designated Safeguarding Lead (DSL) on the senior leadership team with lead responsibility and management oversight and accountability for safeguarding and child protection is Tom Charlett, Deputy Headteacher. Our Deputy Designated Safeguarding Lead is Nahieda Bi, Pastoral Faculty Leader, who along with the Deputy Headteacher, will be responsible for coordinating all child protection activity.
- The key role of the Designated Safeguarding Lead is to:
- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and Kings Norton Girls' School's Safeguarding and Child Protection Policy processes in place). Filtering and monitoring provision will be reviewed at least annually.
  - 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/carers;
  - ensure that child protection information is transferred to the student's new school
  - be aware of pupils with a social worker. From June 2021 the virtual headteacher has responsibility to promote the education of children with a social worker.
  - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- 8.2 The Designated Safeguarding Lead 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 Lead 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.

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- 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 Lead feels their having knowledge of a situation will improve their ability to support an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- 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. 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 Comprehensive Record Details: Records should encompass:
- A clear and comprehensive summary of the concern.
  - Details of how the concern was followed up and resolved.
  - A note of any action taken, decisions reached, and the outcome.
  - Instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme, including the rationale for making those decisions.
- 8.7 Access to these records by staff other than by the DSL and deputies will be restricted, and a written record will be kept of who has had access to them and when.
- 8.8 Parents/carers 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/carers will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 8.9 Information held on any child should not be disclosed to a parent/carer if this would put the child at risk of significant harm.
- 8.10 If a student moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature. These records will be transferred within 5 days or within 5 days of the beginning of term 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.
- 8.11 If a child transitions to a further education establishment (post 16) then their safeguarding file will be transferred within 5 days of their enrolment being confirmed.
- 8.12 If sending by post student records will be sent by "Special/Recorded Delivery".
- 8.13 If a student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

- 8.14 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.
- 8.15 When the DSL 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.
- 8.16 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 BOARD OF TRUSTEES**

- 9.1 The School has a nominated Trustee for child protection at the school. The Nominated Trustee is responsible for liaising with the Headteacher and DSL 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 trustee will liaise with the Headteacher and the DSL to produce an annual report for trustees and the local authority (s175/s157).
- 9.3 The Board of Trustees 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 DSL for Child Protection;
  - ensures that the DSL 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 Board of Trustees reviews its safeguarding and child protection policies/procedures annually.
- 9.5 The Chair of the Board of Trustees 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 DSL. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. 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 safeguarding and child protection policy upon request and it is 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 DSL 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.
- 12.3 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

Kings Norton Girls' School Safeguarding and Child Protection Policy safeguarding concern. This information is shared with students in September induction for all year groups and is displayed in all toilet cubicles.

- 12.4 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.
- 12.5 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.
- 12.6 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), child marriage (CM), sex and relationship education, e-safety and anti-bullying (including child on child 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 (December 2023). 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** external 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.
- 14.7 The school will include internet searches for publicly available information on shortlisted candidates using terms related to the roll e.g. teacher, previous school or authority. Candidates will be informed of this practice with a section included on the application form which asks for the candidates consent to carry out such checks, if they are shortlisted.

## **15.0 CHILDREN WITH ADDITIONAL NEEDS / SEND OR CERTAIN HEALTH CONDITIONS**

- 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, neglect or exploitation, for example those with a disability, special educational need or health condition affecting cognitive understanding, those living with domestic violence or drug / alcohol abusing parents/carers, children in care etc.
- 15.2 Children and young people with special educational needs or disabilities or certain health conditions can face additional safeguarding challenges because:
- there may be assumptions that indicators of possible abuse, neglect or exploitation such as behaviour, mood and injury relate to the child's disability without further exploration;
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
  - children with SEN, disabilities or health conditions can be disproportionately impacted by things like bullying without outwardly showing any signs; and
  - difficulties may arise in overcoming communication barriers and reporting these challenges
  - cognitive understanding might increase vulnerability

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

- Providing extra pastoral support and attention
- 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.
- Personalised Medical Plans (in conjunction with medical professionals)



- 15.3 When the school is considering suspending or permanently excluding 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 carry out a risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Board of Trustees.

## 16.0 CHILD ON CHILD ABUSE

16.1 Safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), prejudice-based and discriminatory bullying; abuse in intimate personal relationships between children; physical abuse which can include hitting, kicking, shaking, biting, hair pulling or other physical harm; sexual violence and sexual harassment, sharing nudes and semi-nudes, including computer generated imagery; upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention gaining gratification or causing the victim humiliation or distress; initiation/hazing type violence and rituals. KNGS also acknowledge that even if there are no reported cases of Child on Child abuse, such abuse may still be taking place and as such will continue to develop our curriculum to educate students and promote our reporting systems.

16.1.1 KNGS' DSL team, pastoral team of Heads of year, student support team, SEND team and/or other selected staff at wishes of the child, will be involved at an appropriate level to support victims, perpetrators and others affected by Child on Child abuse, this might involve collaborative working with outside agencies.

16.1.2 In cases of bullying, including cyber bullying, allegations will be investigated and dealt with in line with our Anti-bullying policy.

16.1.3 In cases where nudes or semi-nudes, including computer generated imagery, have been shared KNGS follow guidance given to schools by the UK Council for Internet Safety (UKCIS): Sharing nudes and Semi-nudes: advice for education settings working with children and young people (December 2020, updated March 2024).

16.1.4 In cases of sexual violence or sexual harassment KNGS will respond in line with Keeping Children Safe in Education September 2024.

16.1.5 Victims are to be taken seriously, kept safe and never made to feel ashamed or like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

16.2 Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Different gender issues can be prevalent when dealing with child on child abuse. Kings Norton Girls' School recognises that an emphasis should be given to 'Prevent Bullying' and every

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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 for Learning Policy or 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 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 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, sexual violence or sexual harassment including upskirting. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.  
The allegation:
- is between two children of any age or sex
    - 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 It is important that:
- When staff have concerns about child-on-child abuse they should speak to the DSL
  - 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 DSL or a deputy).
  - the DSL (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 DSL lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required.
- 16.5 Other policies which have relevance to the child on child abuse section
- Behaviour for Learning Policy, Anti-Bullying Policy, Anti-Harassment and the Racial Equality Policy, Keeping Children Safe in Education

## **17.0 UNEXPLAINABLE AND/OR PERSISTENT ABSENCES FROM EDUCATION**

- 17.1 School is aware that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines.
- 17.2 The school's Attendance Policy is followed with fidelity to address persistent absence and help prevent children being missing from education.
- 17.3 Staff will be made aware that children missing education are a vulnerable group.
- 17.4 Parents/carers are required to inform the school of any absence and supply two emergency contacts (they are informed of this expectation during induction to school).
- 17.5 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.
- 17.6 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 becoming involved with or supporting 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
  - 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 & ONLINE-SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. KNGS aim to protect and educate pupils, students, and staff in their use of technology.

The breadth of issues classified within online safety is considerable, and these issues are considered within all KNGS policy development, but can be categorised into four areas of risk:

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- **content:** being exposed to illegal, inappropriate or harmful content, for example:  
pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example:  
peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example,  
making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes, including computer generated imagery, and/or pornography, sexting, upskirting and sharing of indecent images),  
sharing other explicit images, online child on child abuse and online bullying;  
and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
  - Staff must report to a DSL if they feel a student/s or staff are at risk.
  - A DSL may report to the Anti-Phishing Working Group  
<https://apwg.org/>

KNGS has a five-tier approach to on-line safety

1. Technical safeguarding - see appendix (this encompasses appropriate filtering and monitoring on school devices and school networks).
2. Acceptable use of IT - see acceptable use of IT policy
3. A broad and balanced curriculum that aims to educate students of the dangers, risks, to themselves and others, the law and how to keep themselves safe on line.
4. Clear 'KNGS norms and routines' regarding use of mobile phones and electronic equipment
5. An ethos backed by procedures for students and staff to report concerns.

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

Kings Norton Girls' School Safeguarding and Child Protection Policy 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/carers.
- Appropriate filtering and monitoring on school devices and school networks.

#### 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 in line with the appropriate policy.

#### 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/carers 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, Instagram), web log (blog), text messaging or instant messaging system such as Snapchat.
  - 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/carers of the children involved
  - Consider delivering a parent/carer 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](http://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];
  - 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.
  - 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/carers 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 child's entry to the School;



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- 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/carers.
- Do not share (with students or parents/carers) 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/carers cannot access personal information, including photographs.
- Do not contact or invite students or parents/carers to be 'friends' on social networking sites.
- Do not accept invitations to become members of students' or parents/carers' 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 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, except in sixth form under certain conditions. 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 students' safety and raise awareness to both parents/carers and students during any prolonged need to access learning from home the school will communicate parent/carer and student guidance on

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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/carers and other adults

- Policy and guidance included in Home - School Agreement.
- Articles in School newsletter.
- Flagging of policies and procedures on School website.
- Parent/carer 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/carers 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/carers.
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 trustees 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 who will inform the service provider/ICT Manager and notify parents/carers of the children involved.
  4. Apply sanctions in line with the School's behaviour for learning 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/carers.
  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.
19. 29 Reviewing online safety
- Technology, and risks and harms related to it evolve and changes rapidly as such KNGS will carry out a yearly review of its online safety practices, supported by the development of an annual risk assessment that considers and reflects the risks KNGS students face.

## **20.0 USE OF PHYSICAL INTERVENTION INCLUDING SEARCHING**

- 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 WITH PUPIL CONSENT

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

### 20.4 THE POWER TO SEARCH STUDENTS WITHOUT CONSENT

The Headteacher and authorised deputies (or other staff they authorise), 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 the member of staff reasonably suspects has been or is likely to be used to:-
  - commit an offence, or
  - cause personal injury to or damage to property of any person (including the pupil).

- 20.5 In line with DFE searching, screening and confiscation guidance, searches of a pupil will involve a member of the same sex and a second staff member. For some safeguarding circumstances, if it is deemed that a search needs to take place immediately, this might require the search to be carried out by a staff member of the opposite sex or a single person search.

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

- 20.6.1 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 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.

20.6.2 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.

20.6.3 Electronic Devices: Staff authorised 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.

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

20.8 All instances of physical restraint or use of force must be reported to the DSL and recorded on My Concern.

## **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.

22.3 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 take immediate action and raise the issue by informing the designated safeguarding lead or a deputy and completing a My concern referral.

## **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 good 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 will usually be their Head of Year. This could include communicating relevant information to staff to ensure learning and development is supported across the school.

## **25.0 CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL, OR GENDER QUESTIONING**

25.1 A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

25.2 Caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

25.3 When families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice.

25.4 At KNGS we will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. (See: Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed)

25.5 It is vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

## 26.0 OTHER AREAS OF WORK AND POLICIES

26.1 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.

### 26.2 **Alternative Provision:**

Kings Norton Girls' school and Sixth Form require arrangements to be in place to ensure adequate safeguarding measures are in place, the curriculum is suitable to the individual needs of the pupil and processes are clear to monitor and quality-assure any Alternative Provision placements made.

- Checks and information are required prior to a placement commencing and follow the 'Alternative provision KNGS school checks on the provider' internal procedure
- Scheduled monitoring and reviews will be agreed as part of the placement arrangements
- Only providers who are OFSTED registered will be used

### 26.3 **Work experience:**

To safeguard pupils on work experience, specific checks must be carried out in advance of the work experience taking place. As such KNGS carry out necessary checks and employs a staff member with designated responsibilities for work experience.

### 26.4 **Use of school or college premises for non-school/college activities**

Where school facilities/premises are hired to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) the school will ensure appropriate arrangements are in place to keep children safe by:-

- Following the KNGS 'No Platform' Policy.
- Inspecting the organisation's safeguarding and child protection policies to ensure that appropriate procedures are in place.
- Provide opportunity for the provider to liaise with the school or college on these matters where appropriate regardless of whether or not the children who attend any of these services or activities are children on the school roll.
- The school will ensure that safeguarding requirements are included in the lettings agreement, as a condition of use and occupation of the premises and that failure to comply with this would lead to termination of the agreement.
- Should the school receive an allegation relating to an incident that happens when an individual or organisation is using the school premises for the purposes of running activities for children, they will follow safeguarding policies and procedures, including informing the LADO.

26.5 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
- Attendance and absence policy

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- Behaviour for learning policy
- Educational visits and offsite activities policy
- Equality policy
- Health and safety policy
- ICT acceptable use policy
- GDPR policy
- Managing drug related incidents policy
- Medical needs policy
- Photographic policy
- Relationship and Sex education policy
- Whistleblowing policy

### **27.0 TRAINING**

- 27.1 All members of staff and Trustees will receive regular safeguarding and child protection training and updates as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. Staff training will take place every half-term and include a follow-up quiz to check understanding. The training will include online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Registers of relevant refreshers/DSL training will be kept by the school. The Board of Trustees also receives training every year or on appointment via the school's DSL.
- 27.2 All trustees will receive mandatory safeguarding training relevant to their role.
- 27.3 New staff will receive safeguarding and child protection training as part of their induction process this is mandatory and will include;
- the safeguarding and child protection policy and school safeguarding procedures;
  - the behaviour for learning 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).
  - Prevent awareness
- 27.4 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.
- 27.5 Safer recruitment training is available to all relevant staff and trustees who are involved in the recruitment process.
- 27.6 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 for learning policy is also relevant.



27.7 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.

## **28.0 REVIEW**

28.1 This policy will be reviewed annually by the Board of Trustees Standards & Curriculum Committee.

28.2 This policy will receive extra reviews if new statutory guidance is published.

## **29 OTHER RELEVANT POLICIES/PROCEDURES/NATIONAL DOCUMENTS**

- Keeping Children Safe in Education (most up to date version)
- Working Together to Safeguard Children (most up to date version)
- Working Together to Improve School Attendance (most up to date version)
- Attendance Policy
- Curriculum Policy
- PSHE programme of study
- Behaviour for Learning Policy
- Equality Policy
- Anti-Bullying Policy
- Educational Visits and Offsite Activities Policy
- Business Continuity Plan
- Assessment Policy
- Special Educational Needs and Inclusion Policy
- KNGS Professional Code of Conduct (incorporates dress code)
- Whistleblowing policy

## APPENDIX ONE

# IDENTIFYING CHILDREN and YOUNG PEOPLE WHO MAY BE SUFFERING ABUSE AND HARM

**Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example in relation to the impact on children of all forms of domestic abuse. 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. Abuse can include seeing, hearing or experiencing the effects of domestic abuse.

### 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.
- Unresponsiveness to a child's emotional needs.

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/carers 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/carers 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/CARERS**

Research and experience indicate that the following responses from parents/carers 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/carers 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. Child Marriage (CM)**

This is an entirely separate issue from arranged marriage. A child marriage is one entered into without the full and free consent (cannot or does not) of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday.

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) . A form of Child sexual abuse.**

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/suspicions 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/carer 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), child 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/carer 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 (My Concern). 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 2024 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. This may involve (a) an 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 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 20 for more information), forced to shoplift or pickpocket, vehicle crime or to threatening/committing serious violence to others.

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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.
- children who carry weapons
- children whose families are being threatened

## 9. Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent/carer violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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 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.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

## 10. Sharing of nudes or semi-nudes (including computer generated imagery)

(UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also

Kings Norton Girls' School Safeguarding and Child Protection Policy involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

Staff: What to do if an incident comes to your attention

Report it to our Designated Safeguarding Lead (DSL) or deputy immediately.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the **responsibility of the DSL** or Deputy DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL or deputies.

DFE and UKCIS guidance: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

## 11. Assessing Adult-Involved Nude and Semi-Nude Sharing Incidents

Kings Norton Girls' School recognises the serious nature of incidents involving the sharing of nude and semi-nude imagery, particularly when adults are involved.

### Definition and Scope

This section refers to incidents where:

- An adult is directly involved in the sharing, solicitation, or distribution of nude and semi-nude imagery involving children.
- The imagery includes pseudo-images, such as computer-generated images that resemble photographs or videos.

### Principles

Our approach to managing these incidents is guided by the following principles:

- **Child-Centred Approach:** All decisions prioritise the safety, welfare, and best interests of the child involved.
- **Compliance with Legal Obligations:** The school will comply with relevant laws, including reporting requirements under the Sexual Offences Act 2003 and other statutory guidance.
- **Confidentiality:** Information about these incidents will be handled sensitively and shared on a need-to-know basis only.

### Initial Response

When an incident involving an adult and the sharing of nude or semi-nude imagery is identified:

- Staff must immediately report concerns to the DSL.
- The DSL will assess the nature of the incident and determine whether immediate referral to the police or CASS is necessary.

- The school will ensure that no staff member views or forwards any illegal imagery under any circumstances.

### **Multi-Agency Coordination**

The school will work with external agencies, including the police and CASS, as appropriate. This may include:

- Referring the matter to the police immediately when an adult's involvement is suspected or confirmed.
- Providing necessary support to any affected students and their families.
- Following the *UK Council for Internet Safety* guidelines to ensure a sensitive and effective response.

### **Support for Victims**

The school is committed to supporting any student affected by adult-involved nude and semi-nude sharing incidents:

- Offering access to the school's pastoral team and external counselling services where appropriate.
- Collaborating with parents/carers to ensure the child's emotional and physical safety.

### **Record Keeping**

The DSL will maintain clear, detailed, and confidential records of all reported incidents, including:

- A summary of the concern, actions taken, and any decisions made.
- Details of multi-agency involvement and outcomes of the process.

### **Preventative Education**

The school will ensure that students are educated on the risks and consequences of sharing nude and semi-nude imagery, including:

- Awareness of legal implications, such as the sharing of explicit images of minors.
- Encouraging students to seek help if they are pressured to share such images.
- Teaching the importance of respecting personal boundaries and maintaining online safety.

### **Sexual violence and sexual harassment between children in schools and colleges**

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure.

Important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong.

- When staff have **any** concerns about a child's welfare, they should act on them immediately

There may be reports where the alleged sexual violence or sexual harassment including upskirting involves pupils or students from the same school or college but

Kings Norton Girls' School Safeguarding and Child Protection Policy is alleged to have taken place away from the school or college premises, or online. There may also be reports where the children concerned attend two or more different schools or colleges.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Staff must not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further to discuss next steps.

- Staff should only share the report with those people who are necessary in order to progress it.
- It is important that the victim understands what the next steps will be and who the report will be passed to;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was;

Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

The Voyeurism (Offences) Act 2019 which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism. The Act came into force on 12 April 2019.

Inform the DSL (or a Deputy DSL).

DSL and deputies: In such cases where the child has not made the disclosure, the basic safeguarding principles remain the same, but it is important to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

- if possible, managing reports with two members of staff present,
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and the UKCIS Sharing nudes and semi nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.**
  - In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;

Information sharing and effective multi-agency working will be especially important.

- keeping in mind that certain children may face additional barriers to telling

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someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was.

### **Serious Violence**

Indicators, which may signal children are at risk from, or are involved with serious violent crime.



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


Range of risk factors which increase the likelihood of involvement in serious violence:

- such as being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

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**APPENDIX THREE – Proforma: Dealing with a disclosure of abuse  
 Visitors, Cleaners and Canteen staff.**

**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 2023**

	<b>Reporting and Reporting Safeguarding Concerns Form (version: September 2023)</b> Staff without e-mail/no <del>MyConcern</del> log in, visitors and volunteers are required to complete this form and pass it in person to the Designated Safeguarding Lead (DSL) Mrs Nahieda Bi if they have a safeguarding concern about a child in our school or Ms Burke/Mrs Malesady Bates (Deputy DSL) or Mrs Raggott (Headteacher) if they are unavailable. If you have a concern about an adult, speak to the Headteacher or Mrs Shakespeare.		
+	Full name of child	Date of Birth	Form group Year
	Your full name		
	Your position in school e.g. supply teacher, cleaner, canteen staff, Social Worker, music teacher, etc		
	Your contact details if you are <u>NOT</u> directly employed by the school e.g. you are a visitor or volunteer		
	<b>Nature of concern/disclosure</b>		
	<b>Record facts and do not make judgements</b> (state dates, times, places, <u>actual words used</u> , what was observed, who was present, questions asked <b>etc</b> ). If support is needed filling in this form do not delay, the DSL will help. Any <b>concerns about staff</b> should be reported directly to the Headteacher. Concerns about the Headteacher should be reported directly to the Chair of Governors and LADO.		
			
	Time & date of incident:		
	Immediate action taken by reporter:		
	Who are you passing this information to? Name:	Number of additional sheets:	
	Position:		

	<b>Reporting and Reporting Safeguarding Concerns Form (version: September 2023)</b> Staff without e-mail/no <del>MyConcern</del> log in, visitors and volunteers are required to complete this form and pass it in person to the Designated Safeguarding Lead (DSL) Mrs Nahieda Bi if they have a safeguarding concern about a child in our school or Ms Burke/Mrs Malesady Bates (Deputy DSL) or Mrs Raggott (Headteacher) if they are unavailable. If you have a concern about an adult, speak to the Headteacher or Mrs Shakespeare.		
	Your signature:	Time form completed:	Date form completed:
	Time form received by DSL:		Date received by DSL:
	Confirmation this document has been scanned and uploaded as a new concern in <del>MyConcern</del> : Yes/No		
	Confirmation actions taken and recorded on <del>MyConcern</del> : Yes/No		
	Confirmation communication with appropriate people e.g. staff for follow up/external agencies and parents/carers as appropriate: Yes/No		
	Full name:	DSL Signature:	Date:



## APPENDIX FOUR: COMPLAINTS/ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF (summary)

### Part 1:

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 trustees, volunteers supply teachers, agency staff and those who work on a temporary or supply basis) has:

(Harm threshold)

- 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 Headteacher (or the Designated Senior Leader with Responsibility for Child

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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 Trustees who can be contacted via the Headteachers PA or DSL and if there is a child protection issue the Chair of trustees must report to the Head of Service (LADO) Local Authority Designated Officer (0121 6751669). If the concerns are about a trustee 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/dismissal/cease to employ services**

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 it was followed up and resolved, and a note of any action taken and decisions

Kings Norton Girls' School Safeguarding and Child Protection Policy 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.

**Allegation outcomes** The definitions that should be used when determining the outcome of an allegation are set out below:

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

## 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.

A referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.<sup>34</sup> **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Where KNGS dismisses a staff member/service provider is dismissed or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

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

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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.

### **Part Two: 'Lower Level' concerns and allegations**

'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold:

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

A low-level concern is any concern even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of KNKS may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is important the KNKS deals with low level concerns so to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour, which are set out in the staff code of conduct, are constantly lived, monitored and reinforced by all staff.

KNKS ethos is to create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Procedure (see also Staff code of conduct and disciplinary policy)

- Low-level concerns about a member of staff, supply staff, volunteer or contractor must be reported to the headteacher.
  - If regarding the headteacher to the chair of trustees

## Kings Norton Girls' School Safeguarding and Child Protection Policy

- Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.
- The headteacher or directed KNGS leadership will address any founded allegations by addressing the unprofessional behaviour and supporting the individual to correct it at an early stage
- The leadership team will use any raised concerns to identify any weaknesses in our safeguarding system (redacted names as appropriate).
- The headteacher or directed KNGS leadership will endeavour to provide a response, sensitive and proportionate handling of such concerns when they are raised
  - If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:
    - directly to the person who raised the concern, unless it has been raised anonymously;
    - to the individual involved
  - to any witnesses.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. This will be recorded

### Recording low-level concerns

All low-level concerns will be recorded in writing and stored in the staff members personnel file and secure on-line folder.

The record should include:

- details of the concern,
- the context in which the concern arose,
- action taken
- rationale for decisions
- The name of the individual sharing their concerns, if the individual wishes to remain anonymous then that could be respected as far as reasonably possible.
- The record will be kept on the staff members personnel file
  - These will be kept up to the point that employment ceases at KNGS.
- Where patterns in behaviour are identified further actions might be taken outside of the singular event.

### References

Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

## **APPENDIX FIVE**

### **IT – Technical safeguarding at Kings Norton Girls' School:-**

- Maintains broadband connectivity in house 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.

<b>Consideration</b>	<b>Response</b>
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 cannot 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 (e.g. 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 .....

**CODICIL updates and changes tracking September 2024**

<b>Date</b>	<b>Reason for change</b>	<b>Section/details</b>
January 2025	Training dates updated for personnel	Front page
September 2024	KCSIE: Definition of safeguarding expanded	Introduction
September 2024	Abuse, Neglect and 'Exploitation' added	Introduction, 1, 2, 3, 4, 15,
September 2024	Indicators of Abuse and neglect' – additional text included 'including where they see, hear, or experience its effects' when referring to domestic violence.	Appendix 1,
September 2024	'Safeguarding Issues' – 'deliberately missing education' amended to reflect revised definition of ' <i>unexplainable and or/persistent absences from education</i> ' (Para 29)	17
September 2024	Children who are lesbian, gay, <i>bisexual, or questioning their gender</i> ' – disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology.	25
September 2024	Staff training dates updated	Cover page
September 2024	Terminology amended 'Designated Senior Leader' amended to 'Designated Safeguarding Lead'.	Throughout the document
September 2024	Related policies added and/or publication dates amended	Introduction, 29
September 2024	Wording amended to better reflect practice	12, 16, 19, 20, 26, 27

**CODICIL updates and changes tracking September 2023**

<b>Date</b>	<b>Reason for change</b>	<b>Section/details</b>
September 2023	KCSIE: Filtering and monitoring	8, 26, 19.3
September 2023	KCSIE: 'Children missing from education and 'Children absent from education'	17
September 2023	Terminology change in KCSIE: 'Forced marriage' changed to 'Child marriage'	19, Appendix 2
September 2023	KCSIE: Use of school or college premises for non-school/college activities	25

**CODICIL updates and changes tracking September 2022**

<b>Date</b>	<b>Reason for change</b>	<b>Section/details</b>
April 2023	Upskirting amends in relation to child on child abuse	Section 16.1 Section 16.3

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		Appendix 2
September 2022	KCSIE Sept 2022 as due diligence for short listed candidates	14.7 Safer recruitment – addition referencing internet search
September 2022	KCSIE Sept 2022 change of emphasis from peer on peer to child on child	16.0 Child on child added throughout this section
September 2022	DFE guidance has been withdrawn and added to KCSIE Sept 2022	16.1.4 references to DFE sexual violence and harassment document removed and KCSIE added
September 2022	Newer document DFE use of reasonable force 2013	20.0 reference to DCSF 2007 use of reasonable force removed
September 2022	DFE July 2022 searching, screening and confiscation added update guidance	20.4 (searches)'member of staff reasonable accepts' + minor changes
September 2022	DFE July 2022 searching, screening and confiscation added update guidance	20.3n added a new section on power to search with consent. All sections removed +1 point 20.5 added information on staff carrying out searches
September 2022	KCSIE Sept 2022 mandatory training for trustees	26.2 new point added about mandatory trustee training
September 2022	Helpful link to government training and is already practice for new staff	26.3 added a specific link to new staff training on prevent
September 2022	KCSIE Sept 2022 additions	Appendix one title added '.... And neglect + information related to neglect added. Additional information on harm.

**CODICIL Updates and changes tracking pre September 2022**

<b>Date</b>	<b>Reason for Change</b>	<b>Section/Details</b>
<b>August 2021</b>	<b>New KCSIE 2021</b>	<b>References to KCSIE 2020 changed to 2021</b>
<b>August 2021</b>	In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.	<b>Section 9 Domestic abuse. Old definition removed and new one inserted</b>
<b>August 2021</b>	From KCSIE 2021 to highlight the importance of the actions needed.	<b>Section 23 Mental health</b> Added words 'immediate action' and how to refer.
<b>August 2021</b>	KCSIE 2021 added Certain health conditions to the descriptor of vulnerable students	Section 15  Children with special educational needs or disabilities (SEND) ADDED or certain health conditions can face additional safeguarding challenges. + relevant points with the section
	KCSIE Sept2021	Added 16.1.1 Victims are to be taken seriously, kept safe and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
	KCSIE Sept2021	12. Child Sexual Exploitation (CSE) . Added - A form of Child sexual abuse.

**CODICIL Updates and changes tracking 2020-2021**

<b>Date</b>	<b>Reason for Change</b>	<b>Section/Details</b>
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
	<b>KCSIE 2020 Paragraph 4 added in to reflect national definition and incorporate the addition of mental and physical</b>	Aims section:  Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:  <ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's mental and physical health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>

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	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;
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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
KCSIE 2020 direction to inform staff of children with a social worker DSL responsibility	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>
KCSIE PART A addition to information on abuse	Appendix 1 updated with 1. Neglect: Abuse can take place wholly online, or technology may be used to facilitate offline abuse. 3.1 Sexual abused: Sexual abuse can take place online, and technology can be used to facilitate offline abuse.
KCSIE Annex A updates	Appendix 2 updated
KCSIE 2020 terminology change	section 4 Honour based violence and reference to it changed to abuse
KCSIE page 85 new information on CCE	Section 7. county lines updated
KCSIE page 83 new information on CCE	New section 8. Child Criminal Exploitation definitions added
KCSIE page 86 new	New Section 9. Domestic Abuse definition and

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	information on CCE	information added
	Updated version of red from to improve accuracy of staff information given.	Appendix 3 updated with Reference to our red referral form updated to September 2020 version
	Clarity on who the allegations are against  New part from KCSIE that relates to outside conduct not directly relating to children	Appendix 4  Added trustees, supply teachers and agency staff to the list  Added 4 <sup>th</sup> bullet point to the 'harm' test for allegations against staff <ul style="list-style-type: none"> <li>• behaved or may have behaved in a way that indicates they may not be suitable to work with children.</li> </ul>

**CODICIL Updates and changes tracking 2019-2020**

<b>Date</b>	<b>Reason for Change</b>	<b>Section/Details</b>
September 6 <sup>th</sup>	Anti-bully has own policy	Title removed anti bullying wording
	Updated with September training	Safeguarding training record
	<ul style="list-style-type: none"> <li>• Updates KCSIE Sept 2019</li> <li>• LSCBs change to partnerships</li> <li>• New teaching online safety in school's guidance available</li> </ul>	Key guidance documents updated
	Deputies have unrestricted access to safeguarding files	8.6 'added deputy dsl have access to records'
	National changes	9.3 Board of Trustees children's board name change to partnership
	National changes	12.1 <b>children's board name change to partnership</b>
	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 Board of Trustees 13/09/2018

#### Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. KNGS aim to protect and educate pupils, students, and staff in their use of technology.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

#### Online safety

How to manage concerns relating to online safety has been laid out earlier in this policy.

KNGS has a Five-tier approach to online safety

6. Technical safeguarding - see appendix
7. Acceptable use of IT - see acceptable use of IT policy

8. A broad and balanced curriculum that aims to educate students of the dangers, risks, to themselves and others, the law and how to keep themselves safe on line.
9. Clear 'KNGS norms and routines' regarding use of mobile phones
10. An ethos backed by procedures for students and staff to report concerns.

### **Reviewing online safety**

Technology, and risks and harms related to it evolve and changes rapidly as such KNGS will carry out a yearly review of its online safety practices, supported by the development of an annual risk assessment that considers and reflects the risks KNGS children face.