



Ark Kings
Academy

Appendix A

Safeguarding Policy

2021 - 2022

Table of Contents

Protection and wider safeguarding / contextual safeguarding
What is Child Abuse/definitions/signs and symptoms (incl. domestic abuse)
Dealing with Disclosures
Flowchart for raising safeguarding concerns about a child
Guiding principles for receiving disclosures (the 7 R's)
Signs and symptoms of child sexual exploitation (CSE) & Child Criminal Exploitation (CCE)
Signs and symptoms of female genital mutilation/mandatory reporting
Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')
Health & Safety
Attendance/Children Missing from Education
Educational visits/Transporting children on school activities
Intimate care
SEND
IT, acceptable use Policy
Whistleblowing
Definition of Private Fostering
LAC and PLAC
Medicine & First Aid and children with medical needs
Responding to self-harm, suicide, mental health
Internet and or Online Safety
Staff code of conduct
Use of Reasonable force/Physical Intervention /Positive Handling
Behaviour & Attitudes
Anti – Bullying and Harassment / Anti-discrimination
Peer on peer abuse
County Lines
Serious crime
Upskirting
Honour based abuse / Honour based violence (HBA)
Anti-Discrimination
Alternative provision
Images/photography of students – Consensual and non – consensual sharing of nudes and semi-nudes
Allegations against other pupils which are safeguarding issues
PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)
Visitor Management
Coping with a school emergency/Emergency response plan
Safer recruitment
Complaints policy
Disqualification under the Childcare Act 2006 (DfE Feb 2015)
Local, regional and national support - Birmingham local safeguarding useful contact numbers

Protection and wider safeguarding

What is Child Abuse?

The following definitions are taken from ‘*working together to safeguard children* HM Government (2018)’. In addition to these definitions, it should be understood that children can also be abused by honour-based violence, forced marriage or female genital mutilation.

Definitions/signs and symptoms.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

What is 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.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult’s words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others

- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

What is emotional abuse?

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 of a child, although it may occur alone.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

What is 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares

- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

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)
- ensure access to appropriate medical care or treatment
-

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

What is domestic abuse?

The Domestic Abuse Act 2021- Definition

Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—
A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following—

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse - means any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property, or obtain goods or services
- psychological, emotional or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct

Contextual Safeguarding

Contextual safeguarding is an approach to safeguarding that recognises that young people may be at risk of significant harm not only within their home environment, but also outside it. The traditional safeguarding approach does not consider extra-familial contexts, which has led to cases of abuse and exploitation falling under the radar. At Ark Kings Academy staff are aware of the localised safeguarding issues through strong multi-agency partnership within the wider community. Any concerns raised are discussed and appropriate safety measures are taken and implemented where necessary.

Why is Contextual Safeguarding Important?

Contextual safeguarding does not just focus on one individual, but on how to protect *all* young people from environments that cause safeguarding issues. In other words, it addresses the underlying causes, not just the effects. It uses partnerships between educational settings and other public sector services, but also with retailers, transport providers, and communities, so that everyone is aware of possible warning signs and how to report them.

Additionally, this ensures that all those who have influence over extra-familial contexts – for example, bus and taxi drivers and shop owners – use their influence to make these settings safer. As a result, young people are protected by ensuring that the potential for harmful situations is reduced.

Non-collection of children

All pupils in Primary are expected to be collected by an adult. All children have safeguarding passwords if a different adult is to collect a child. Parents are to inform the class teacher if there are any changes in collection. Year 6 pupils can walk home independently if parents have given written permission. All pupils in the secondary phase are expected to walk home independently unless there is an agreement with the DSL/Headteacher.

Supporting Transgender Pupils

Please refer to policy

<https://arkschools.sharepoint.com/:b:/r/ArkNetCentral/policies/Shared%20Documents/Culture,%20Ethos%20%26%20Wellbeing/Supporting%20Transgender%20Guidance%20January%202020.pdf?csf=1&web=1&e=fzNcvE>

Modern Slavery and the National Referral Mechanism

The Modern Slavery Act 2015 - The main legislation designed to tackle modern slavery is the [Modern Slavery Act 2015](#) which was enacted in March 2015. In 2018 the council took a strong stand against Modern Slavery with a debate by the full council on this matter. As a result Cabinet adopted a Declaration of Intent which outlines how the council propose to tackle this issue. At the same time, in line with some of other cities and the United Nations Development Goal, Birmingham City Council signed a Pledge to become a Slavery Free Community. These two documents illustrate the strength of the council's desire to tackle this vile blight upon our society.

Report a victim

If you see something suspicious, no matter how small, please call:

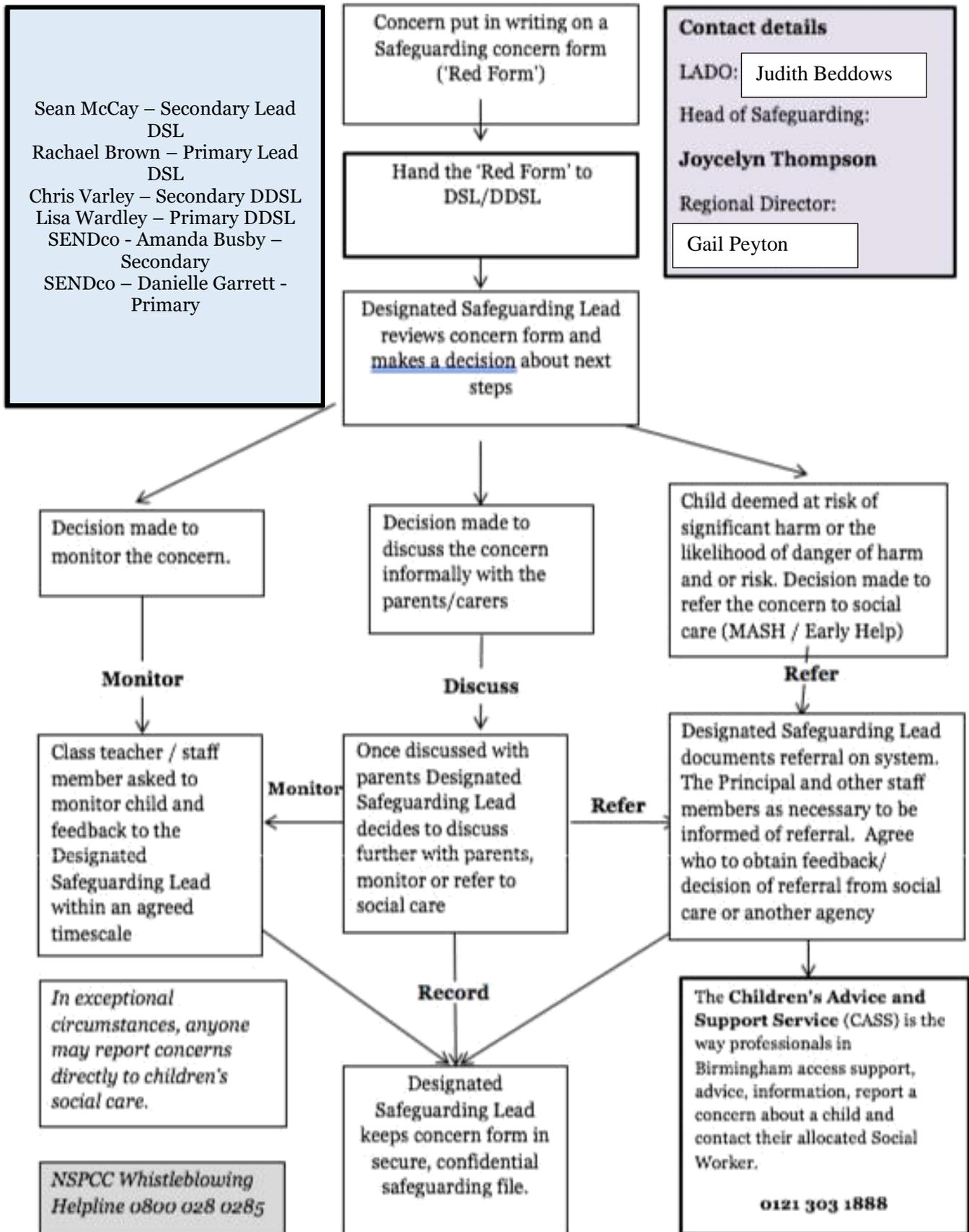
- the police on 101,
- the UK Modern Slavery Helpline on 08000 121 700
- or the independent charity Crimestoppers anonymously on 0800 555 111.

If you suspect someone is a potential victim, please call:

- [The Salvation Army](#) (24-hour confidential referral helpline) - 0300 303 8151
- or the Modern Slavery Helpline on 0800 0121 700.

If someone is in immediate danger please call 999.

You can also [submit a report online to the Modern Slavery Helpline](#).



Extra-familial contexts include young people’s peer groups, support networks, online contacts, and local community or neighbourhood. Safeguarding concerns in these contexts could consist of harassment or violence from their peers, a risk of grooming – whether online or in person – high levels of crime or gang violence in your local area, or even a local park where frequent incident reports have been made.

As well as involving wider consideration of contexts, contextual safeguarding entails a different method of intervention from the traditional approach. In the past, all interventions have taken place with the young person and their family, regardless of where the harm originated from. However, it has been shown that this is inadequate in cases of extra-familial abuse; parents do not have any control over these outside contexts, and cannot change them

Dealing with Disclosures

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. The DSL or DDSL should be approached first to raise any concerns or safeguarding issues. Ultimately, all staff have the right to contact Ark Head of Safeguarding directly or make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or an aggressive/violent parent on the premises.

Guiding principles for receiving disclosures (the 7 R's)

1. Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon

2. Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'
- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff
- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the deputy designated safeguarding lead, principal, Ark
- Head of safeguarding and or children's social care directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

3. Record

- If possible make some very brief notes at the time, and write them up as soon as possible on the 'Red Form'.
- Keep your original notes on file
- Record the date, time, place, people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising • Record facts and observable things, rather than your 'interpretations' or 'assumptions'

4. Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

5. Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

Above is the outline for the procedure following a concern being raised. Academy staff are aware that they may be required to assist at any level of the process if they raised the concern or if they are best placed to follow up as advised by the DSL. After raising a concern, the member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information, they should be proactive in seeking it out. The DSL may only be able to share information on a need to know basis to staff which will not cover everything but will be enough to provide support to the child. If staff have concerns that the disclosure has not been acted upon appropriately, they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. Ark Kings Academy provides support for staff via two structures; counselling and through the ARK support network. Ark Kings Academy Staff are encouraged to use these services as appropriate by the DSL or member of the senior leadership with whom the disclosure is discussed.

Signs and symptoms of child sexual exploitation and Child Criminal exploitation

Children and young people under the age of sixteen cannot, by law, consent to sexual intercourse and anyone engaging in sexual activity with a child under the age of sixteen is committing an offence. Whilst the age of consent is sixteen, it is illegal for those under eighteen to be paid for sexual services in money or in kind. All children involved in sexual exploitation should be treated as victims of abuse, even those aged between 16 and 18. Concern that a child, young person or vulnerable adult may be involved in sexual exploitation or at risk of being drawn into it should always initiate action to ensure child's safety and welfare.

Definition:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

(National Working Group for Sexually Exploited Children and Young People 2008)

Although the definition of sexual exploitation is long and detailed, in essence such abuse is characterised by children and young people receiving goods, favours or money in return for sexual activities. In all such exploitation, the balance of power remains with the abuser(s) through age, intellect or resources.

Children are at risk of sexual exploitation through the internet and, particularly social media. Young people may be groomed to share indecent images with others on the internet, who may be adults posing as teenagers. The prevalence of 'sexting' is a significant risk factor.

Models of Sexual Exploitation

Three models of sexual exploitation have been identified;

Inappropriate Relationship	Boyfriend	Organised Crime
<p>One abuser</p> <p>Power and control</p> <p>Physical, emotional, financial</p> <p>Believe abuser is offering a genuine relationship</p> <p>Often a significant age gap</p>	<p>Initially, one abuser, grooming and gaining trust</p> <p>Apparently consensual sexual relationship starts</p> <p>Relationship becomes abusive</p> <p>Victim threatens with violence and forced to engage in sexual activity with others</p> <p>Growth in peer exploitation</p>	<p>Involving criminal gangs trafficking victims around the UK and the world</p> <p>Established networks across the UK move victims from location to location</p> <p>Forced or coerced into sexual activity with multiple partners</p> <p>Involves buying and selling of young people</p>

Sexual exploitation affects both males and female. Services working with sexually exploited young people suggest that around a third of victims are male. There are a number of risk factors which raise the risk of such abuse:

a history of running away or going missing

- homelessness
- those in care or care-leavers (especially residential care)
- young people with learning difficulties
- migrant children
- unaccompanied asylum-seeking children
- those disengaged from education
- young people involved in substance misuse
- young people in gangs
- poor mental health
- parental drug/alcohol misuse
- disrupted family life
- domestic violence
- history of physical or sexual abuse

Sexual exploitation takes many forms and a range of coercive techniques is used from grooming and the development of a ‘consensual’ relationship, through to extreme violence. Abusers target areas where children and young people meet with a reduced level of supervision, including shopping centres, takeaways, cinemas, bus or train stations and local parks. Much of this exploitation occurs in private, away from known areas of prostitution, saunas or massage parlours.

Warning Signs

- going missing for periods of time
- returning home late
- disengagement from education
- poor school attendance (including truancy and school exclusions)
- appearing with unexplained gifts: clothes, jewellery, trainers, phones, money
- associating with others involved in sexual exploitation
- frequently in the company of older people, particularly boyfriends or girlfriends
- poor sexual health

- mood swings/poor anger control/changes in emotional well-being
- drug and alcohol misuse (often a method of increasing compliance)
- inappropriate sexualised behaviour, especially around strangers
- association with 'risky' adults
- chronic tiredness
- secretive behaviour
- low-level crime, e.g. shoplifting
- self-harm
- talking about visiting different areas, especially at night

Child criminal Exploitation (CCE)

The Home Office definition

Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children... includes for instance children forced to work on cannabis farms or to commit theft'.

Criminal exploitation has received considerable media coverage in the last year and there is a particular focus on the risks of county lines activity. This is when individuals or gangs use vulnerable children and adults to transport and sell Class A drugs, primarily from urban areas into market or coastal towns or rural areas to establish new drug markets or take over existing ones. They also use children to transport and hide weapons and to secure dwellings of vulnerable people in the area, so that they can use them as a base from which to sell drugs.

Further information: The sexual exploitation of children: it couldn't happen here, could it? (Ofsted 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386598/The_20sexual_exploitation_of_children_it_couldn't_happen_here_could_it.pdf

Safeguarding Children and Young People from Sexual Exploitation (DCSF 2009)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Puppet on a string: The urgent need to cut children free from sexual exploitation (Barnardos 2011)

http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf

If only someone had listened: Inquiry into Child Sexual Exploitation in Gangs and ^(SEP)Groups (Office of the Children's Commissioner 2013)

https://www.childrenscommissioner.gov.uk/sites/default/files/publications/If_only_someone_had_listened.pdf

Signs and symptoms of female genital mutilation/mandatory reporting

FGM is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls.

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically, it is performed on girls aged between 4 -15 or on older girls before marriage or pregnancy. **It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.**

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2018) to protect girls and women at risk of FGM. Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM or the professional observes physical signs of FGM.¹

One specific consideration when putting in place safeguarding measures against FGM is that the potential risk to a girl born in the UK can usually be identified at birth, because through the antenatal care and delivery of the child, NHS professionals can and should have identified that the mother has had FGM. However, FGM can be carried out at any age throughout childhood, meaning that identifying FGM at birth can have the consequence that any safeguarding measures adopted may have to be in place for more than 15 years over the course of the girl's childhood. This is a significantly different timescale and profile compared with many of the other forms of harm against which the safeguarding framework provides protection. This difference in approach should be recognised when putting in place policies and procedures to protect against FGM.

This guidance has been developed to provide information about the specific issues frequently encountered when dealing with FGM. In addition, it provides a framework which organisations may wish to adopt to support professionals in the ongoing consideration of risks pertaining to FGM.

Once concerns have been raised about FGM, there should also be a consideration of potential risk to other girls in the family and practicing community. Professionals should be alert to the fact that any one of the girl children amongst these groups could be identified as being at risk of FGM and may need to be safeguarded from harm.

Information sharing in relation to FGM

Given the need to potentially safeguard over a number of years, it is appropriate to recognise here that there are a number of different responses to safeguard against FGM, and appropriate courses of action should be decided on a case by case basis, with expert input from all agencies involved. Sharing information in line with agreed policies and procedures is critical to safeguarding effectively. This is often sharing information to support safeguarding across organisational boundaries.

Staff should follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM: report is to be made to the police via the 101 non-emergency number or be raised with the DSL as an immediate risk.

Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’)

The Preventing Extremism and Radicalisation Safeguarding guidance is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in s175 of the Education Act 2002 (s157 of the Education Act 2002 for Academies).

Our school's Preventing Extremism and Radicalisation Safeguarding guidance draws upon the guidance contained in Annex A of Keeping Children Safe in Education 2021.

Health & Safety

<http://arkKingsacademy.org/health-and-safety>

Attendance/Children Missing from Education

Ark Kings Academy has an attendance policy which it shares with staff, parents and pupils via the school website. <http://arkKingsacademy.org/policies/attendance-policy>

The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences and gives due regard to this responsibility and the attendance policy is written in accordance with “Children missing education: Statutory guidance for local authorities” (September 2016).

Educational visits/Transporting children on school activities

Ark academies are expected to follow the DfE guidance regarding health and safety on off-site (or educational visits). The guidance takes the form of a main guide entitled ‘Health & Safety of Pupils on Educational Visits’ (November 2018), Health and Safety Advice for Schools (2018) and three supplements published in 2018.

Template forms for school trip are provided by Ark.^[SEP] The Principal shall designate a member of staff to act as the educational visits co-ordinator. It is the responsibility of this person to ensure that staff are advised of their responsibilities within the guidance.

Intimate care

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self-esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

Refer to the Ark Kings Academy Intimate care policy for further information.

<http://arkKingsacademy.org/intimatecare>

SEND

Refer to the Ark Kings Academy SEND Policy.

<http://arkKingsacademy.org/inclusion>

IT and acceptable use Policy

Refer to the Ark Kings Academy IT Policy.

<http://arkKingsacademy.org/ITPolicy>

Whistleblowing

The Ark Schools Whistleblowing Policy ensures that procedures are in place to enable staff to raise concerns regarding serious wrongdoing without fear of reprisal and to do so with confidence that there will be a fair and impartial investigative procedure through which they will receive appropriate feedback.

The Ark Schools Whistleblowing Policy is applicable to concerns regarding wrongdoing within Ark Schools in relation to matters such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees.

All employees and volunteers at Ark Kings Academy will be directed as to where to find the Ark Schools Whistleblowing Policy as part of the induction process.

Similarly, all Academy employees and volunteers are issued with the most recent edition of Keeping Children Safe in Education which informs readers that where they are concerned that the designated senior person is not taking appropriate steps to keep a child or children safe, they should contact social care directly.

<http://arkKingsacademy.org/whistleblowing>

Definition of 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) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. It is not private fostering if the arrangement was made by social services.

Examples of private fostering situations include:

- children and teenagers living apart from their families for a variety of reasons e.g. if a parent is ill, has had to temporarily move for work or there has been an argument within the family
- children with parents working or studying elsewhere in the UK
- children with parents overseas
- children on holiday exchanges.

Local Authority Requirements

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

Children in Care

LAC

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.

Looked after children are:

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units.

There are a variety of reasons why children and young people enter care.

- The child's parents might have agreed to this – for example, if they are too unwell to look after their child or if their child has a disability and needs respite care.
- The child could be an unaccompanied asylum seeker, with no responsible adult to care for them.
- Children's services may have intervened because they felt the child was at significant risk of harm. If this is the case the child is usually the subject of a court-made legal order.

A child stops being looked after when they are adopted, return home or turn 18. However local authorities are required to support children leaving care at 18 until they are at least 21. This may involve them continuing to live with their foster family.

PLAC

The Department of Education describes Previously Looked After Children (PLAC) as those who: Are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Wellbeing (Wales Act 2014), because they are the subject of an adoption, special guardianship or child arrangements order

Or

were adopted from state care outside England and Wales. State care is provided by a public authority, a religious organisation or any other organisation, whose sole or main purpose is to benefit society.

The child may have left care through one of the following routes:

An Adoption Order

This is the legal order which gives adoptive parents full and permanent parental rights for their children. Children must be living with their adoptive families for at least 10 weeks, before the family can apply for the adoption order.

A Special Guardianship Order

This was introduced in 2005 as a way of providing children with a permanent family without severing legal ties with their birth families. Special guardians can be family members, family friends, or foster parents.

A Child Arrangements Order

An order from court, regulating who a child lives with or has contact with. Children may not necessarily have been looked after, prior to being placed on a child Arrangements Order.

Parents and guardians of previously looked after children should be empowered to support their children within education.

The child or young person should be able to:

- discuss issues that are troublesome which prevent their progress.
- be involved in setting their own targets.
- be taken seriously and supported.
- take responsibility for their own learning.
- be encouraged to participate in school activities and ultimately believe they can succeed and reach their aspirations.

Designated person – LAC & PLAC

Ark Kings Academy designated leads:

Secondary – Mrs C Varley

Primary – Mrs L Wardley

The designated person will have a critical role in, helping other members of staff to understand how different things, may affect Previously Looked After Children (PLAC). They will be aware of the emotional, psychological and social effects of separation and loss from birth families.

How can Birmingham Virtual School support you?

To provide support, signpost and advise parents, educators and other professionals.

- Offer general advice and information, to educational settings and help to improve awareness of the needs of previously looked after children.
- Offer advice on identifying and meeting young people's needs.
- Advise parents to support positive futures for their child through phone consultation, meetings or email.
- Training is provided in a supportive manner, which will enable you to understand the educational settings.
- Guidance is offered on effective use of Pupil Premium+ funding to educational settings.
- Give general advice and information to early years settings and schools, which will help to improve awareness of the vulnerability and needs of previously looked-after. children.
- This includes promoting good practice on identifying and meeting children's needs.

The Advisor for Previously Looked After Children can use their local knowledge and skills of the Birmingham Virtual School staff across the team, to offer the correct support to the local schools and parents within that area, as well as using the expertise of other professionals, for example educational psychologists.

Please visit for further DfE guidance -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

Children /young people with Medical Needs

There will be occasions when children are temporarily unable to attend school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

The phrase “long-term” defines any period exceeding 15 continuous school days of absence from school because of medical needs.

Where it is clear that an absence will be for more than 15 continuous school days then the school should discuss further with Ark Central and their Local Authority and should not automatically be delayed until the 16th day of absence.

It is important that the referring school must notify the School Nurse service at the point it is identified that the child or young person medical need is preventing their attendance at school.

At all times during the period of absence the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

Medicine & First Aid

- The Principal/headteacher is responsible for ensuring that:
- First aid is available at all times on site and at offsite trips.
- There is adequate provision of first aid provision:
- All staff have received first aid training
- First aid boxes are in school office and playgrounds, and at least one per floor
- All staff know the named first aid supervisors and where their nearest first aid box is kept.

First aiders are responsible for ensuring that:

- First aid boxes are adequately restocked with supplies relevant to likely use
- An ambulance or other professional medical help is summoned when appropriate

- Gloves are always used when treating open wounds and all materials are properly disposed of
- A child who vomits or has diarrhoea in school is sent home immediately.
- Children with these conditions should not be accepted back in to school until 24 hours after the last symptom has disappeared
- When a pupil suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed

Referral to the Local Authority Education Inclusion Service:

Referral to the Education Inclusion Service (EIS) must be made by the young person's home school and must be made via the Education and Inclusion Service referral form. Referrals should normally be supported by either:

- a Hospital Consultant
- a Senior Clinical Medical Officer
- a Consultant Child Psychiatrist
- a General Practitioner (GP)
- an Education Psychologist

Responding to self-harm, suicide, mental health

Ark Kings recognises that in order for pupils to be successful, the academy and all academy staff have a role to play in supporting them to be resilient and mentally healthy. In addition, it is understood that mental health problems can themselves be a sign or symptom of connected safeguarding concerns for a young person and/or leave them vulnerable to other specific safeguarding issues.

The Academy also recognises that the early identification of mental health problems is critical in seeking to prevent the dangerous outcomes they can lead to such as suicide, self-harm or suicidal ideation. At Ark Kings we work closely with the mental health charity, Place 2 Be. We commission Place 2 Be to offer in school mental health support for our students. Their counsellors support students through a wide range of issues including self-harm and low self-esteem.

The academy acknowledges that any stigma which is allowed to be associated with mental health problems and any condemnation of young people presenting with self-harming behaviours undermines all attempts to promote good mental health and to address mental health problems.

Academy staff will also challenge the expression of views from pupils, colleagues or parents that mental health problems and self-harming behaviours are unimportant or dishonourable and where necessary, escalate such matters to the senior leadership team.

Class and form Teachers, Heads of Year, middle leaders, Heads of School and other school leaders involved in pastoral care and safeguarding meet on a daily basis at AKA. Where concerns are raised that a pupil may be experiencing mental health problems, the concerns will be shared with the designated safeguarding lead and then with the pupil and with the family before deciding together the best approach. This might involve making a referral to the school-based counselling services or making a referral to local healthcare professionals such as Place2 Be, Forward Thinking Birmingham (Healthy Minds) or the local GP.

Where mental health problems present a persistent barrier to learning, it may be appropriate to identify the pupil has having SEN (Special Educational Needs) and such a decision should be taken by the academy SENCO in collaboration with the designated safeguarding lead.

Internet and or Online safety (e-Safety)

Ark Kings Academy recognises that internet use is a necessary tool for learning and that pupils use the internet widely outside school and need to learn how to evaluate internet information and to take care of their own safety and security. As a result, the academy has a duty to provide students with quality internet access as part of their learning experience.

The purpose of internet use in the academy is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.

When using the internet at Ark Kings Academy, pupils will be taught what usage is appropriate and what is not and pupils will be given clear objectives for internet use.

The extent to which pupils are able to direct their own learning online in school will reflect the age, ability and curriculum requirements. On an individual basis it will also reflect pupils' proven ability to use the internet and associated equipment responsibly.

The academy recognises the value of email communication between staff and pupils and parents. However, staff are only permitted to use their official, school-provided email account for such communications.

Ark Kings Academy takes its responsibility for preventing pupils from accessing inappropriate content online very seriously and the academy's internet service includes filtering appropriate to the age and maturity of pupils. If staff or pupils discover unsuitable sites, the URL will be reported to the School e-Safety Coordinator, the designated senior person for child protection or the Finance and Resources Director – one of whom will investigate and take necessary action in collaboration with IT Support Staff.

In addition to the age-related filtering provided by the academy's internet service, a walled garden or "allow list" restricts access to a list of approved sites (such lists inevitably limit pupils' access to a narrow range of content) and dynamic content filtering examines web page content or email for unsuitable words.

Ark Kings Academy will control access to social media and social networking sites – preventing access to them on electronic equipment provided to pupils by the school and on the academy network.

Regardless of when and where they are using social networks or social media, Ark Kings Academy will teach pupils to ensure their safety online by never giving out personal details online which may identify them or their location to strangers.

Where academy staff have concerns about a pupil's use of social media or the internet, this will either be discussed with their family or the designated senior person for child protection or both.

As part of new staff induction and through the code of conduct, staff are told that it is necessary to ensure privacy and security settings on their own social networking profiles are in place to prevent contact with pupils and families.

Academy staff are also informed as part of new staff induction and through the code of conduct that they must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people.

Cyberbullying is bullying which uses electronic devices and online platforms such as messaging services, chat rooms and websites to commit deliberately hurtful behaviours which can be defined as bullying in reference to the definition provided in the anti-bullying section of this policy and it will be dealt with as such.

E- safety

The internet has revolutionised and has incredibly changed how we communicate and socialise with people 24 hours a day, 7 days a week. With access at our fingertips, it can be even more challenging to keep children and young people safe online, especially when they have their own computers, laptops, smartphones/mobile phones, tablets and games consoles.

As a parent, carer or a professional, it is important to educate yourself, children and young people that as well as the endless opportunities available through the internet and technology, there are also associated risks to be aware of.

Potential online risks can include:

- Access and exposure to inappropriate /disturbing images and content
- Access and exposure to racist or hate material
- Sexual grooming, luring, abuse and exploitation by/with strangers

- Sharing personal information with strangers that could identify and locate a child offline
- Online bullying (cyber bullying) by peer and people they consider their 'friends'
- Being encouraged take part in violent behaviour such as 'happy slapping'
- Sending or receiving sexually explicit films, images or messages of themselves or others (this is known as sexting when sent by mobile phone)
- Glorifying activities such as drug taking or excessive drinking
- Physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities
- Leaving and running away from home as a result of contacts made online.

There are several way to help keep child and young people safe online:

- Educate yourself and children and young people know about the dangers online
- Tell them what they should do if anything goes wrong online or upsets them i.e. tell someone about it
- Explain that anything shared online or by mobile phone could end up being seen by anyone
- Ensure computers and laptops are used where you can see and not out of sight in a bedroom
- Use parental settings, filtering software and privacy setting to block inappropriate sites and content

Useful sites for further information and advice:

NSPCC - National Society for Prevention of Cruelty to Children: Advice and support for adults concerned about a child - <https://www.nspcc.org.uk/>

CEOP - Child Exploitation and Online Protection Centre: Organisation that works to stop child abuse on the internet - <https://www.ceop.police.uk/safety-centre/>

Childnet: Information on benefits, risks and safety on the internet - <https://www.childnet.com/>

Which?: Information and advice on child internet safety - <https://www.which.co.uk/l/baby-and-child-safety>

Staff code of conduct

All Ark Kings Academy Staff and volunteers are issued with the Academy Code of Conduct during Induction and familiarize themselves with its contents.

The Code of Conduct states the aim of creating a secure, safe and inspirational learning environment and details the expectations required of all staff members in order to achieve this stated aim.

The Code of Conduct can be found in the Staff Handbook and establishes how Ark Kings Academy expects its staff to approach all aspects of school-life.

Everyone who works at Ark Kings Academy should be a role model for the students they meet. With this in mind, the following code of conduct needs to be adhered to by all members of staff (naturally, some will apply just to teachers and other members of staff who work in the classrooms with the students).

General Conduct:

- Arrive in the academy at the start of contracted hours (8.00am). Arrive in the classroom before the students and, where possible, prepare all resources. ^[L]_[SEP]
- Behave at all times in a professional manner when around students. ^[L]_[SEP]
- Use mobile phones only when not in the presence of students – phones should not be seen or heard during lesson time or duties, unless authorised by SLT.
- It is wholly inappropriate to be in contact with a current or former student outside the academy's official channels of communication. The use of social networking sites, instant messaging services or mobile phone contact between staff and current and

- former students is prohibited.
- Social media accounts should be made private to avoid contact with students.
- Eat meals in the canteen, designated outside areas, staff room or workrooms – no food should be consumed in classrooms.
- The reputation of our academy is very precious. It takes a long time to build and can be knocked down in a moment. We regard the private lives of staff as being no one's business but their own. Staff must be careful, however, to ensure that nothing they say or do brings the school's name into disrepute. Gossip in our communities
- can be very damaging.
- We all thrive on encouragement and support. Ark Kings staff are traditionally supportive of each other. We expect everyone to find opportunities to praise, reward and encourage students and each other. We encourage everyone to play a full part in school life.

Dress Code:

- We require our students to wear uniform; the same principles of fitness for purpose should be reflected in staff dress. Likewise, it is unacceptable for members of staff to wear coats in school. Since a blazer was made universal for all students, an equivalent level of formality and smartness for staff is appropriate.
- For men this means shirt, trousers, tie and jacket (unless you are required to wear protective clothing, P.E. kit, or you have a manual role within the academy).
- For women this means dress, skirt or trousers, a smart top and jacket.
- Tattoos must be covered and piercings must be removed, apart from a single ear stud for women.
- (Denim in any article of clothing must not be worn.)
- [The Principal's decision on the appropriateness of dress is final.]

Use of language and communication:

- Address all students in a polite way, using full sentences.
- Use the students' first name.
- Listen to what children and adults have to say and value and respect their opinions.
- Engage in a professional dialogue when our ideas and opinions differ.
- Speak appropriately to, and in front of, children, their families and staff.
- When addressing other members of staff around the academy always use their title and surname.
- Access e-mails at least twice a day (preferably at the start and end of school day) in order to respond to any request that may be made or to be aware of activities that are occurring in or outside the academy buildings.

Banned substances:

- Alcohol may not be consumed during working hours.
- Staff are not permitted to smoke on the academy premises or grounds or on the streets immediately adjacent to the academy.
- Staff must take account of the academy's drug policy when discussing such issues as
- alcohol, smoking, drug use, particularly the use of illegal substances, with students.

Use of reasonable force/ Physical intervention and positive handling

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or temporary staff.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances.

This power can be used on SEN and disabled students and on school trips if necessary.

Schools can use reasonable force to:

- Remove a disruptive student from the classroom if 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 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; restrain a student at risk of harming themselves through physical outbursts.
- Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. **Power to search students without consent**

In addition, the Principal and authorised staff 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

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonableforce - advice for headteachers staff and governing bodies-final july 2013_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonableforce_-_advice_for_headteachers_staff_and_governing_bodies-final_july_2013_001.pdf)

- Staff must not hit, push or touch students inappropriately. Students should only be restrained if absolutely necessary and only then in accordance with the academy's behaviour policy.
- Staff should be careful not to be alone with students. Leave a door open or ask for someone to sit in if you are at all concerned about an interview. Most of our doors have glazed panels in them.
- For your own protection, staff should never give lifts to students without clearing it with a senior member of staff. Unless your insurance specifically covers this use, you may never take students in your car.
- Report any cause for concern about the safeguarding of students to the Designated Senior Person in charge of Child Protection (Sean McCay & Rachael Brown).

Behaviour and Attitudes

Please see the Ark Kings Academy Behaviour Policy
<http://arkkingsacademy.org/behaviour-policy>

Anti – Bullying and Harassment

Please see the Ark Kings Academy Anti-Bullying Policy
<https://arkkingsacademy.org/page-strips/our-policies-12>

Anti-Discrimination

- Treat others equally regardless of ability, gender, age, race or position in school.
- Be good role models for the students.
- The use, by staff, of derogatory language to a student is unacceptable in all circumstances.
- Never refer to a student's home, family, background, brother, sister, race religion, country of origin, area, gender, culture, etc. in a negative context or in the context of their behaviour.
- Shouting at students or the creation of a confrontational situation must be avoided.
- Every member of staff is expected to work with all students, irrespective of their demeanour or ability. Staff should never attempt to refuse to do so, or do so by neglect. Treat every opportunity as a fresh start for a student and try always to emphasise the positive.

Ark has due regard to the need to eliminate discrimination, harassment and victimisation, and to promote equal treatment for all.

Ark and each of its academies will

- Welcome and provide for all its students and employees
- Help all students and employees to achieve their full potential
- Ensure that no student, employee or applicant receives less favourable treatment on grounds of sex (including marital status or gender reassignment), sexual orientation, age, disability, race (including nationality, ethnic or national origins or colour), religion or belief (except where an academy's status as a church school permits any limitation, or where any other statutory exception applies)
- Ensure that all statutory obligations are met.

This section should be read in conjunction with the Ark Academies Human Resources policies on 'Equal Opportunities' and 'Dignity at Work'.

Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting

Peer on peer abuse

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Unfortunately, peer-on-peer abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting.

For schools and colleges, there's detailed Department for Education [advice](#) on what to do if a child is sexually harassed or experiences sexual violence. This expands on the principles set out in the statutory guidance '[Keeping children safe in education](#)'.

We expect all staff at a provider to be familiar with this guidance and to apply it. Staff should understand child protection policies and use them: there's no point to a policy that is not put into action. It should be clear that peer-on-peer abuse will never be accepted or dismissed as 'children being children'.

We expect all staff in a school to know what to do if they come across, or are worried about, peer-on-peer abuse. They should know who to speak to and what action to take to make sure children are safe.

Involving other agencies

Peer-on-peer abuse that involves sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the perpetrator could be a victim of abuse too. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

We need to make sure that the children affected are getting the help they need. A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

Of course, if the children involved are in the same class, school will need to consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by penetration, the statutory guidance is clear that the alleged perpetrator should always be removed from classes they share with the victim.

The DfE guidance also asks schools and colleges to consider how best to keep the victim and alleged perpetrator a reasonable distance apart while they are on the same premises, as well as on transport to and from school, where appropriate.

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment and sexting.

It should be recognised that the behaviour in question is harmful to both the perpetrator (who a child and the victim is. Behaviour may be intimate or non-intimate.

Spotting the signs and symptoms

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others

County Lines

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

This can include:

- Airbnb and short term private rental properties
- budget hotels

- the home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing.

Cuckooing

Signs that cuckooing has taken place include:

- signs of drugs use
- more people coming and going from the property
- more cars or bikes outside
- litter outside
- you haven't seen the person who lives there recently or when you have, they've seemed anxious, distracted or not themselves.

A child or young person might be recruited into a gang because of where they live or because of who their family is. They might join because they don't see another option or because they feel like they need protection. Children and young people may become involved in gangs for many reasons, including:

- peer pressure and wanting to fit in with their friends
- they feel respected and important
- they want to feel protected from other gangs, or bullies
- they want to make money, and are promised rewards
- they want to gain status, and feel powerful
- they've been excluded from school and don't feel they have a future

Children and the court system

Children are sometimes required to give evidence in court either for crimes committed against them or crimes they have witnessed.

Making child arrangement via the family court can be distressing for the child/ children involved. DSL/DDSL will support any child/children who are required to give evidence in court.

Children with family members in prison

NICCO provides information for professionals who work with children whose family members are incarcerated. Ark Kings Academy works closely with organisations that support offenders and their children.

<https://www.nicco.org.uk/>

<https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison>

Homelessness

If any child or family declare they are homeless or due to become homeless, the DSL/DDSL and pastoral team will offer support.

https://england.shelter.org.uk/get_help/local_services/birmingham_gateway_house

Serious Crime

The Serious Crime Act became law on 3 March 2015. It includes new powers to pursue, disrupt and bring to justice people involved in serious and organised crime and gang related activity. The law applies to England and Wales only.

The Serious Crime Act consists of six parts:

1. Proceeds of crime
2. Computer misuse

3. Organised, serious and gang-related crime
4. Seizure and forfeiture of drug-cutting agents
5. Protection of children and others
6. Miscellaneous and general.

This guide covers section 5 of the Act, the protection of children and others. For further information on the other sections, please see the [Home Office website](#).

Up skirting

'Up skirting' is **a form of sexual harassment** and since April 2019 has been listed a criminal offence. Up skirting normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause upset to the victim.

The Voyeurism Act outlaws 'up skirting' where the purpose is to obtain sexual gratification, or to cause humiliation, distress or alarm. This includes instances where culprits say images were just taken 'for a laugh'. It creates 2 new offences under the Sexual Offences Act 2003.

<https://www.gov.uk/government/news/upsirting-know-your-rights>

Honour based abuse/ Honour based violence (HBV)

What forms of honour-based violence are there?

Honour-based violence takes many different forms. Most commonly, a girl or woman is abused, disowned by her family or forced to have an abortion. Women and girls are the most common victims of honour-based violence. However, men and boys can be victims, too.

Examples of honour-based violence

Honour-based violence includes:

- physical abuse (kicking and beating);
- psychological pressure (strict monitoring, humiliation, threats);
- [forced marriage](#);
- abandonment (leaving someone in their country of origin or sending them back there);
- forced suicide;
- honour killing (murder).

Motives for honour-based violence

The most common reasons for committing honour-based violence are:

- conflicts of honour, for example concerning an inheritance;
- loss of virginity outside marriage;
- an extramarital affair;
- rebellion against traditional forms of behaviour, dress or occupation;
- insulting a family member;
- not agree with a forced marriage;
- homosexuality;
- refusing to take part in honour-based violence against another person.

What is Everyone's Invited?

Everyone's Invited (<https://www.everyonesinvited.uk/>) is a movement committed to eradicating rape culture. The government instructed the NSPCC to set up a new dedicated helpline (**0800 136 663**), to

provide children and adults, who are potential victims of sexual abuse in schools, with the appropriate support and advice, including how to contact the police and report crimes should they wish. The helpline will also provide support to parents and professionals. This line is now operational.

Alternative Provision

Alternative provision is defined as:

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; **education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour (Alternative Provision Statutory guidance for local authorities. DfE January 2013/16)**

At Ark Kings Academy we quality assure all placements to which we send pupils. We ensure any provision is commissioned and registered with the Department for Education and regulated by Ofsted to offer full time education and has met all the required standards including at least a good rating at their most recent Ofsted.

Alternative Provision and Independent Education Service for advice - 0121 464 7215.

Ark Kings Academy and the alternative placement maintain ongoing contact with the provider and the pupil, ensuring clear procedures are in place to exchange information, monitor progress and provide any pastoral support. In addition, we maintain a full record of all AP placements, including a pupil's attendance, progress, achievements and destination at the end of the placement. In most cases and where possible we aim to reintegrate the pupil fully into school as quickly as possible.

Birmingham- LA guidance

Quality assurance: The responsibility for quality assuring an AP setting to ensure it meets an individual pupil's needs rests with the commissioning school. The following key areas should be considered:

- Safeguarding and health and safety arrangements.
- The quality and suitability of the accommodation.
- Quality of teaching and learning at the AP.
- Accreditation, including English and maths.
- Personal development and well-being.
- How pupils' views are gathered and taken into account.
- Employability and life skills – arrangements for post 16 progression.

What are schools using AP responsible for?

When a placement has been agreed, the school maintains responsibility for:

- Pupil welfare – safeguarding, child protection and ensuring that parents and pupils are fully aware of the arrangements.
- Sharing all relevant information with the provider.
- Ensuring that parents have clear, regular, information about the placement setting out its objectives and involving them in the review process.
- Attendance monitoring and follow up of absences.
- Meeting the needs outlined within a child's Education, Health and Care Plan.
- Ensuring adequate transport arrangements.
- Pupil outcomes. Schools commissioning AP must ensure it meets the child's educational and personal needs.
- Maintaining regular contact with the child and the provider to exchange information , monitor progress and provide pastoral support. Birmingham City Council would recommend a minimum of one visit every half term to a provider and this should be agreed at the point of commissioning.

- Ensuring the child remains part of your school community and is able to access, for example, extra-curricular activities, social events, parents' evenings, letters to parents and pupil rewards.
- Ensuring the child receives their full entitlement to careers information, advice and guidance.
- Pupil outcomes – obtaining a final report on the child's achievements during the placement including progress and attainment, attendance records and evidence of change of behaviour.
-

Final points for consideration:

- What does the pupil want or need to achieve from the provision?
- Have the pupil, parents and relevant teacher(s) been consulted before a decision about alternative provision has been made?
- What other considerations are there, such as transport arrangements?
- How long should the placement be for?
- Is it full-time or part-time?
- How will it fit in with the pupil's mainstream curriculum?
- What will success look like at the end of the placement i.e. achievable outcomes, good attendance, attainment, attitude and behaviour improvement, school reintegration or other positive destination?

Images/ Photography of students- Consensual and non- consensual sharing of nudes/ semi nudes

Please refer to our Photographs Policy <http://arkkingsacademy.org/policies/photography-policy>

Primary-Secondary transition /post 16 transition

Refer to transition toolkit

Allegations against other pupils which are safeguarding issues

Managing allegations against other pupils

DfE guidance 'Keeping children safe in education (2021)' says that '*there are procedures in place to handle allegations against other children*'. The guidance also states the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Procedure

At Ark Kings Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus (through Compass and Enrichment Days) which develops students understanding of acceptable behaviour and keeping themselves safe.
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those pupils identified being at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

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

If the allegation: -

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

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Practice

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

The DSL should contact their local children's social care team or Ark Head of Safeguarding to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate

If the allegation indicates that a potential criminal offence has taken place, a referral to the multiagency safeguarding hub (MASH) and the Police should be made. Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures

Where neither social services nor the police accept the complaint, a thorough school investigation should still take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be along with a preventative, supervision plan. The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Procedure for managing allegations of abuse against, teachers, other staff working in and for schools, and volunteers.

Every Ark School is committed to protecting its children and promote the welfare of students, our detailed safeguarding procedure outlines our commitment to safeguarding and should be read in conjunction with this policy.

We specifically recognise that physical and sexual abuse perpetrated by a child against another child, can be just as harmful as that perpetrated by an adult.

We also recognise that children may also perpetrate other harmful behaviours that could affect the well-being and safety of other children in our schools.

Ark schools are committed to ensuring that all of our professionals are supported to be able to:

- Recognise potential harmful behaviour.
- Managing the day-to-day activities of pupils who may pose a risk to others.
- Recognise the need for inclusion and the benefits that education and positive influences can bring to reducing future offending.
- Ensuring that the negative effect of labelling children and young people as 'young sex offenders' or 'young abusers' is prevented.

The framework for managing cases of allegations of abuse against teachers and other staff is set out in the statutory guidance 'Keeping Children Safe in Education' (September 2021) (KCSIE). The guidance can be found [here](#)

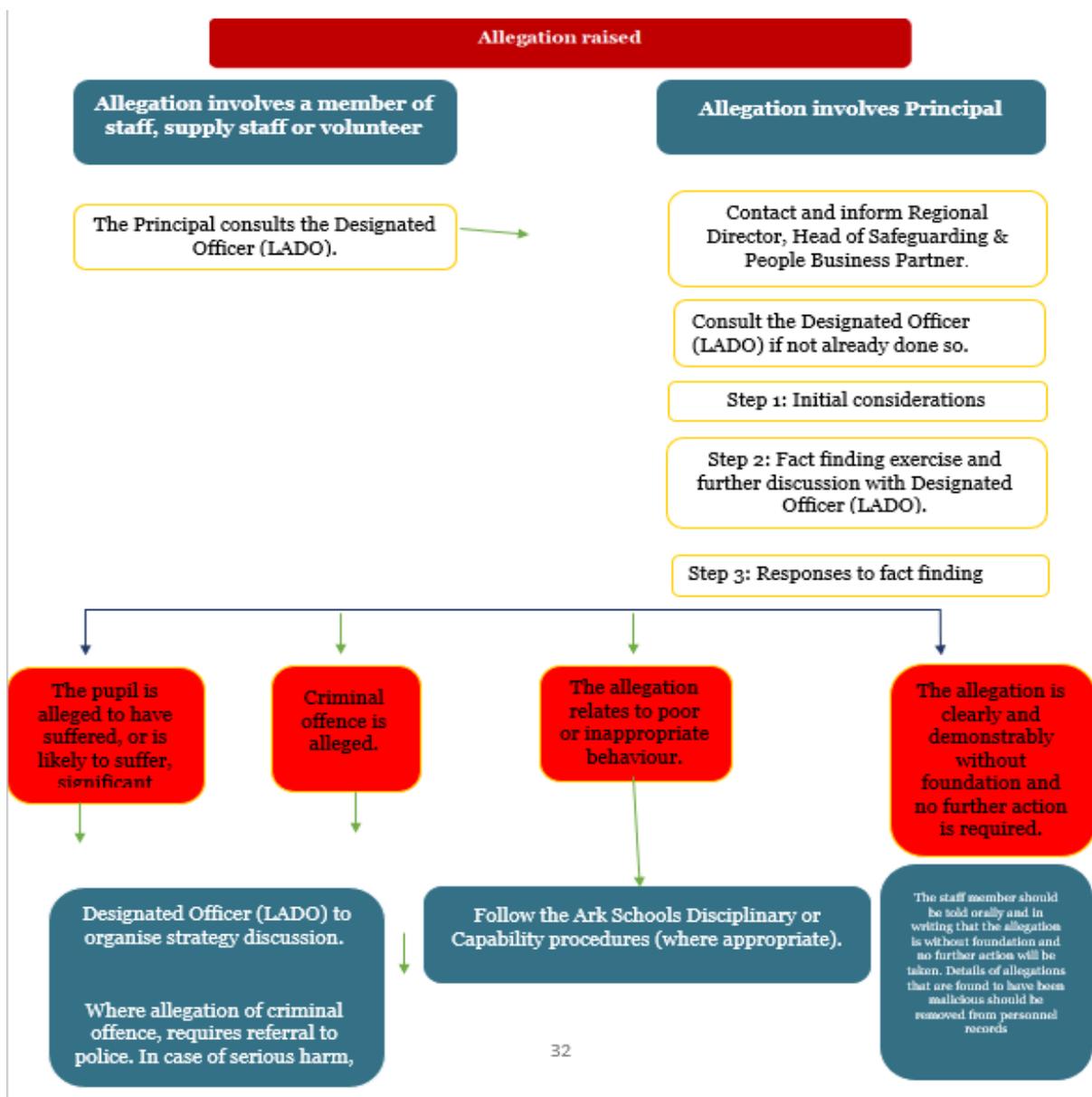
This procedure should be read alongside the statutory guidance KCSIE September 2021 Part 4 and Ark's Safeguarding & Child Protection Policy. It should be used in respect of all cases in which it is alleged that a person who works with children under 18 years of age (either paid /unpaid/self-employed/contracted) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children or to a particular child.
- An allegation against a member of staff may arise from a number of sources e.g.:
- a report from a child victim
- a concern raised by another child/adult in the school/organisation/agency
- a concern raised by a parent or carer.

It is essential that any Safeguarding issue, concern or allegation made against staff, volunteers or other professionals in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time support the person who is the subject of the concern or allegation.

An overview of how allegations must be handled is relevant for the purposes of Section 175/157 of the Education Act 2002.

Please refer to the following flow chart which sets out a summary of the overall procedure to be followed.



Information will be provided to the individual as soon as possible in line with the guidance set out in his procedure and throughout the allegation process. A named representative will be appointed to keep the individual informed of the progress of the allegation.

The member of staff may wish to contact their Trade Union Representative, if they have one, or a colleague for support. They should also be reminded about the confidential counselling support, which is available through the Employee Assistance Programme. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. The staff member should be advised not to discuss the case with any staff members.

Employee Assistance Programme

The service is available 24 hours a day, 7 days a week, and 365 days a year and is accessible by phone email, instant messaging and website. The service offers assistance with any work, personal or family issue and includes professional consultation, access to face-to-face counselling (up to six sessions), information, resources and referrals to local services. EAP can be accessed, in the following ways:

FREEPHONE:	0800
	243 458
EMAIL	assistance@workplaceoptions.com
WEBSITE	www.workplaceoptions.com (Username: Ark Schools , Password: employee)
SMS (for call back):	07909 341 229

Should medical advice and guidance be required this can be arranged through the school's HR officer, who will arrange for a referral to Ark's Occupational Health providers.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Schools should take advice from Ark Central on:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation;
and
- how to manage press interest, if and when it should arise.

On conclusion of a case and exit arrangements: possible referrals required. If an allegation is founded, the KCSIE guidance should be consulted in conjunction with this procedure as to which referrals to professional bodies may be required.

Referral to Disclosure and Barring Service (BBS)

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual. To satisfy the harm test there needs to be credible evidence of a risk of harm to children or vulnerable adults such as statements made by an individual regarding conduct/behaviour, etc.
- For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a “feeling” that a person represents a risk to children and / or vulnerable adults. For example, a teacher who confides in their head teacher that they are sexually attracted to children (but who had not engaged in ‘relevant conduct’) would satisfy the harm test.
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has ceased working in a regulated activity or would have been removed had they not left.

Where a teacher is dismissed or the school ceases to use the services of a teacher because of serious misconduct, or where a teacher might have been dismissed or the school ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Referral to Teaching Regulation Agency (TRA) for consideration

Where an allegation is substantiated and the member of staff is dismissed or resigns, school should consider referring the matter to the TRA for consideration for a prohibition order.

Referral to National College teaching Leadership (NCTL)

Teaching prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

Lessons learnt

If there is a substantiated allegation against a member of staff, the Principal, Regional Director, Head of Safeguarding, People Business Partner and DSL will work with the Designated Officer (LADO) to identify any changes, lessons learnt and improvements which could be made to help prevent similar events in the future.

PSHE & Citizenship /Relationship, Health & Sex Education (RHSE)/Spiritual, moral, social and cultural (SMSC)

Please refer to RHSE on school website

<https://arkkingsacademy.org/page-strips/learning-life-pshe>

Outdoor/educational visits for schools (Ark Code of Practice)

See educational trips and visits guidance

Visitor Management

All visitors will need to sign in at the main reception using the EVM system. Visitors are expected to wear the appropriate coloured lanyard at all times whilst on the premises. DBS checks will have been carried out prior to their visit. School office staff will direct all visitors to the safeguarding leaflet which contains vital information about systems and procedures and what to do if they are concerned about a child during their visit. The EVM system is checked monthly for names of visitors and to ensure those that are regular external visitors are entered onto the SCR.

Coping with a school emergency/Emergency response plan

Whole school operations manager and safeguarding SLT review the major incident plan annually and share this with relevant staff.

Safer recruitment

Please see Appendix D

Complaints policy

Please refer to Ark Kings Academy policy

<http://arkkingsacademy.org/complaints>

Data protection & Information sharing

Please refer to Ark Kings Academy policy

Safeguarding local three partner approach procedures

<https://www.lscpbirmingham.org.uk/images/BSCP/About Us/Our Ambition Principles and Priorities/Business Improvement Plan FINAL.pdf>

Disqualification under the Childcare Act 2006 (DfE Feb 2015)

The Department for Education (DfE) has issued supplementary advice to their “Keeping Children Safe in Education” statutory guidance (June 2016), detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

The supplementary advice may be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006. The Regulations prohibit **anyone who is disqualified themselves** under the Regulations, or **who lives in the same household as a disqualified person**, from working in a relevant setting, including in schools.

The Governors handbook – (requirement for Governors)

Please see the Governor’s handbook for more information.

Domestic abuse and violence

- <https://www.birmingham.gov.uk/domesticviolence> - 0121 303 0368 or 0121 303 0369
- Birmingham and Solihull women’s Aid - <https://bswaid.org>
- Trident Reach - <https://tridentreach.org.uk/reach/birmingham>

Alcohol and substance misuse services

- Change grow live- <https://www.changegrowlive.org/>
- Out Reach recovery - <http://www.reachoutrecovery.org.uk/>
Birmingham Public Health and substance misuse -
- https://www.birmingham.gov.uk/info/50120/public_health/1350/substance_misuse

Online safety

Thinkuknow is an award-winning on and offline safety programme for children and young people, professionals and parents that has been developed by the National Crime Agency’s CEOP Command.

Delivered through a network of 100,000 qualified professionals across the UK, Thinkuknow provides accurate and informative, age appropriate advice and guidance about relationships, sex and internet safety to help prevent children and young people from becoming victims of abuse or exploitation.

The programme’s innovative and engaging films, cartoons, websites and lesson plans aim to help teachers, youth workers, police officers and health professionals to explore difficult and sensitive issues safely with children and young people.

Over 3.5 million children a year in the UK already benefit from Thinkuknow. We would like to make sure that every child or young person does so by asking you to promote the resources to the professionals and parents you work with:

Resources for professionals can be downloaded at: www.thinkuknow.co.uk/teachers

Resources for parents and carers can be downloaded at www.thinkuknow.co.uk/parents - social workers may also find these resources useful for their professional development and for sharing with families.

Early Help advice and support

Birmingham Children Trust (BCT) Family Support teams (FS) have now opened up their duty lines to support the Early Help (EH) offer in Birmingham.

Partners who work with children and need advice or support can contact their local team for guidance when working with families at Universal Plus and Additional Needs, as outlined in the Right Help Right Time (RHRT) document.

If you have gained consent from the family then BCT can share with you, whether family have an allocated family support or social worker and share their details with you, giving you the opportunity to liaise directly with the allocated worker, sharing information to support the wellbeing of the family.

If you have not gained consent you can still have a discussion, but will be asked not to share family details, instead the conversation will offer advice and guidance to support your next steps in dealing with family issues. You may be directed to contact local services who can best meet the family needs and give the caller practical advice on where resources can be sourced.

If you have not already completed an Early Help Assessment (EHA) then you may be advised to start this process and support you other professionals who could assist you to do this.

To do this, first you will need to identify the Family Support team by typing the child's postal code into the **Post Code Checker**. This will then identify the team and duty line number for you to contact and start your conversation.

Right Help, Right Time

On the 14th February 2020, the Birmingham Safeguarding Children Partnership published the refreshed threshold guidance "Right Help, Right Time" – Delivering effective support for children and families in Birmingham. (Version 4 - February 2020).

In terms of updates to the guidance all professionals are asked to focus particularly on the 'four layers of need' as these have been strengthened and enhanced in respect of neglect and contextual safeguarding. The guidance takes account of the recent publication of 'Tackling Neglect: A Strategy for the Prevention and Reduction of Neglect in Birmingham 2019-2022', and developments in our partnership approach to contextual safeguarding, and provides everyone with clear advice about what to do and how to respond if a child and their family need extra support.



Birmingham Safeguarding contacts

- Birmingham safeguarding children's Board - <http://www.lscpbirmingham.org.uk/>
- Birmingham MASH –Advice & Support Service (CASS) on 0121 303 1888 or via secure email; CASS@birminghamchildrenstrust.co.uk. Outside of normal office hours please call 0121 675 4806 for the Emergency Duty Team
- Birmingham connect to support-
<https://birmingham.connecttosupport.org/s4s/WhereILive/Council?pageId=3859&lockLA=True>
- The waiting Room - <https://www.the-waitingroom.org>
- The carers Support - <https://forwardcarers.org.uk>
- Samaritans - <https://www.samaritans.org/>
- Birmingham Children's Trust - <https://www.birminghamchildrenstrust.co.uk/>
- Citizens advice - <https://www.citizensadvice.org.uk/>
- Deprivation of Liberty safeguards -
https://www.scie.org.uk/mca/dols/?gclid=CjwKCAjw6vvoBRBtEiwAZq-T1Q2j7ERrK5sjIrKT2jiYCj1NEDeQtDtRKoSuPny5KU-AdHHXtUihBoCJBsQAvD_BwE
https://www.birmingham.gov.uk/homepage/143/child_protection_and_safeguarding

Inter-agency protocols

Birmingham Children's Collaborative Working Data Sharing Agreement -
<http://www.lscpbirmingham.org.uk/policies-and-procedures-pro/sharing-information>

Early Help Definition - http://www.lscpbirmingham.org.uk/images/Early_Help_definition_-_final_draft_2.pdf

West Midlands Child Protection Conference System - Principles, Protocols and Practice Standards -
http://www.lscpbirmingham.org.uk/images/Principles_Protocol_and_Practice_Standards.pdf

Resolution and Escalation Protocol (multi-agency) - Resolution of Professional Disagreements about Safeguarding Children -
http://www.lscpbirmingham.org.uk/images/BSCP/Professionals/Procedures/Resolution_and_Escalation_Protocol_FINAL_1.pdf

- Contact List of Agencies Senior Safeguarding Leads -
http://www.lscpbirmingham.org.uk/images/BSCP/Professionals/Procedures/Senior_Safeguarding_Leads_July_2020.pdf

Forced Marriage Protocol -
http://www.lscpbirmingham.org.uk/images/Forced_Marriage_Protocol.pdf
(between Birmingham City Council and West Midlands Police)

FGM Mandatory Reporting Protocol -
http://www.lscpbirmingham.org.uk/images/P_and_P_2015/FGM_Mandatory_Reporting_Protocol.pdf

With effect from 31st October 2015, certain professionals have a legal duty to report known cases of female genital mutilation to the police. This protocol outlines the actions to be taken by professionals in Birmingham

Sudden Unexpected Deaths in Infants & Children Under 18 (SUDC) -

http://www.lscpbirmingham.org.uk/images/SUDC_Feb_2012.pdf

West Midlands Police Geographical Area

Practice Guidance

Birmingham Criminal and Gang Affiliation Practice Guidance -

http://www.lscpbirmingham.org.uk/images/Procedures_2017/Final_Version_Criminal_Exploitation_and_Gang_Affiliation_Practice_Guidance_2.doc

Birmingham Criminal Exploitation and Gang Affiliation Screening Tool -

http://www.lscpbirmingham.org.uk/images/BSCP/Professionals/Procedures/Birmingham_Criminal_Exploitation_and_Gang_Affiliation_Screening_Tool_and_Prompt_Sheet_May_2019.doc

Covid- 19 – safeguarding measures and Dfe guidance

Changes to the guidance since its 2 July 2021 publication include:

- update to make clear who is no longer required to isolate if identified as a close contact, including clarifying that this includes young people up to the age of 18 years and 6 months (it previously said 18 years and 4 months)
- added additional detail on what close contacts should do whilst awaiting their PCR test results
- updated information on contingency planning in schools, with link to update ‘contingency framework’
- updated information on boarding school pupils attending from abroad, as quarantine rules have changed

If the school has to go into compulsory lockdown following an outbreak and is forced to close due to covid- 19 then the following procedures will be followed.

Weekly check in phone class will be made by the class teacher/ SSM/ HOY. In the first instance if the child is deemed vulnerable you must contact the parent and agree the frequency and purpose of calls. This agreement can be reached in conjunction with the allocated social worker. During these telephone conversations the member of staff should also speak to the child.

Note: If you do not have an MS Teams telephony package, then please contact IT. We do not recommend that you use your own phone. However, if the circumstances require this, please dial 141 so that your number is not shared.

Please log a summary of the telephone conversation on IE under the meeting category. Alert the relevant members of staff.

Regular pastoral contact with all other students via phone - In the first instance you must contact the parent to agree the frequency and purpose of calls. They should be scheduled for a regular time if possible. You might ask to speak with the child. If so, where possible, check that the parent is comfortable with this and/or request that the call is put on speakerphone. Please log a summary of the conversation on Impero Edaware. Log any safeguarding concerns in Impero Edaware and seek guidance from your DSL if necessary.

If you have been unable to make contact with the family after several attempts on the agreed scheduled days, please make the DSL aware so they can follow up.