

St. Clement's C. of E. Academy

Safeguarding & Child Protection Policy

Inspiring happy, [courageous](#), independent, curious and creative life- long learners. So that all achieve their full potential, striving academically and socially with [humility](#) and [dignity](#).

Believing being anchored in Jesus Christ will guide us with [hope](#), [compassion](#) and [wisdom](#) in becoming successful members of a global community.

Learning for Life, Anchored in Christ

Version:	September 2020
Ratified by the Local Academy Board:	
Signed by the Local Academy Board:	
To be reviewed (annually):	Sept 2021

St Clement's CE Primary Academy recognises its responsibilities for safeguarding children and protecting them from harm. Policies and procedures encompassed in this policy will be followed in a timely manner to safeguard and promote children's welfare.

This policy should be read in conjunction with the:

- KCSIE 2020, including Dealing with Allegations Made Against Staff (part 4)
- Peer on Peer Abuse/Sexual Harassment and Violence Policy
- Employee Code of Conduct
- Contact Between Staff and Pupils Outside of Normal Working
- Camera use in Early Years
- Mobile phone use in Early Years
- Behaviour for Learning Policy
- Anti-Bullying Policy
- E-Safety and Acceptable Use Policy
- Safer Recruitment Policy
- First Aid Policy (including the Administration of Medicines)
- Supporting Pupils with Medical Conditions Policy
- Personal and Intimate Care Policy and Procedure
- Positive Handling Policy
- Site Security Policy
- Children Missing in Education guidance
- Complaints Policy

This Child Protection Policy will be reviewed by the Designated Safeguarding Lead, Devina Shryane, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed once a year during the Autumn Term provided to the Governing Body for approval and sign off at the first Autumn Term Full Governing Body meeting.

Date of this Policy: September 2020

Date of next review: September 2021

Links with other policies

This policy has obvious links with the wider safeguarding and child protection agenda.

Staff should familiarise themselves with the following relevant guidelines and procedures:

- BDMAT Whistleblowing Policy,
 - Anti-Bullying Policy,
 - Staff Code of Conduct
 - Health and Safety Policy
 - Fire Drills
 - Attendance Policy
 - First Aid and Management of medicines policy
 - BDMAT Acceptable Use of ICT policy
 - BDMAT Guidance on Safer Recruitment
 - DfE guidance regarding COVID-19.
-
- Procedures of Birmingham Safeguarding Children Partnership, available [here](#).

Staff are to sign below to show that they have read and understood this policy and will apply it within their daily working practices.

Name of staff

I have read the Safeguarding & Child Protection Policy 2020 and understood it and will apply it within my daily working practice.

Signature Date

Please cut along the line and return to the DSL on completion.

Key contacts:

ROLE	NAME	CONTACT DETAILS
Designated Governor for Child Protection/ Safeguarding	Stacie Goodhead/Keri Sheckler	0121 464 4652
Designated Safeguarding Lead	Devina Shryane	0121 464 4652
Deputy Safeguarding Lead(s)	Danielle Akers Hannah Price Jane Nizamis	0121 464 4652 0121 464 4652
Safeguarding Champions	Oliver Burton	0121 464 4652 0121 464 4652
SPOC (Prevent/Radicalisation)	Jane Nizamis	
LAC	Jane Nizamis	0121 464 4652
LADO - Local Authority Designated Officers (Position of Trust - Child Safeguarding Concerns)	LADO TEAM	0121 464 4652 0121 675 1669
CASS	Birmingham Children's Trust	0121 303 1888
BDMAT	Enquiries	0121 426 0403

Part One: Safeguarding Policy

Introduction

Our policy applies to all staff, including supply staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Birmingham Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of our Safeguarding and Child Protection Policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2020 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid 19 pandemic we have reviewed our Safeguarding procedures in the light of enforced school closure. Vulnerable pupils were identified and procedures were put in place to safeguard their wellbeing and ensure continuity of their education. Key workers were allocated and maintained weekly contact with families. Records of these interactions were reported on the school CPOMs system.

Safeguarding & Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We are committed to provide a safe and welcoming environment where children are respected and valued and understand their rights and responsibilities. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with statutory guidance from Birmingham Safeguarding Children Partnership.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes;

Children includes everyone under the age of 18.

This means that our school is committed to safeguarding and promoting the welfare of all its pupils.

We believe that:

- *Our children have the right to be protected from harm, abuse and neglect*

- *Our children have the right to experience their optimum mental and physical health*
- *That every child has the right to an education and children need to be safe and to feel safe in school*
- *Children need support that matches their individual needs, including those who may have experienced abuse*
- *Our children have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our children should be encouraged to respect each other's values and support each other*
- *Our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours*

All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue.

Schools will fulfil their local and national responsibilities as laid out in the following documents:

- *The most recent version of Working Together to Safeguard Children (DfE)*
- *The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)*
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 s175
- Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016
- General Data Protection Legislation (2018)
- Mental Health & Behaviour in Schools
- Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)
- Birmingham Safeguarding Children Partnership threshold guidance Right Help Right Time
- Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government
- Protecting Children from Radicalisation: The Prevent Duty, 2015
- Relationships education, relationships and sex education (RSE) and health education
- Voyeurism offences act 2019
- Children missing education

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.

- Bullying, including online bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Peer on Peer abuse.
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and human trafficking, modern slavery or exploitation.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.
- Is at risk of serious violence or violent crime (KCSiE 2020 para 31 and 32).
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Up skirting'- the Voyeurism (Offences) Act, which is commonly known as 'Upskirting Act', came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A, page 24).

In addition to this Child Protection Policy, the school has a Peer on Peer Abuse, an Anti-Bullying Policy and an E-Safety Policy. These will be referred to when responding to the child protection and safeguarding areas of concerns listed above.

In our school the following people will take the lead in these areas:

Our Data Protection officer is: Naz Ajmal
Our Rights Respecting link is: Sufia Khatun
Our lead for Mental Health is: Danielle Akers
Our Safeguarding governor is: Stacie Goodhead/ Keri Sheckler
Our PREVENT trainer is: Jane Nizamis

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say and build positive relationships with pupils, their families and the wider community. Every individual within St Clement's Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. Our curriculum will demonstrate and reflect important safeguarding issues

through personal development, RSE and our PHSE programme Jigsaw, as well as being interwoven into all aspects of the wider curriculum. This will be achieved using an age appropriate approach in regard to sensitive subjects.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the DSLs. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a Deputy DSL is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain.

Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The school's rigorous safeguarding procedures are shared annually with staff at the start of each academic year and any subsequent in-year changes or updates will be shared at staff meetings throughout the year. Through weekly staff briefings key areas of safeguarding, significant to our locality, will be addressed through case studies and discussion around procedures, signs of safety and wellbeing.

Any new members of staff who join our Academy during the year will have 1:1 full safeguarding training with one of the DSLs to ensure they have a thorough understanding of their responsibilities and the policies and procedures used within the Academy.

Bespoke safeguarding induction will be given to all new members of the staff team, in line with the safeguarding induction checklist.

All staff are required to complete PREVENT training annually in school with the PREVENT trainer.

All staff are required to sign annually, to confirm that they have read and understood the school safeguarding policies and procedures. KCSiE 2020 paragraph 56, makes clear if staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk to children, they must share and report their concerns to the Senior Designated Lead (KCSiE 2020, Paragraph 56-59 and Part Four Allegations of abuse made against teachers and other staff including volunteers). 6 Any supply staff, Sports Coaches or volunteers are informed of our safeguarding arrangements before starting their work with the children.

All safeguarding concerns are reported via our electronic CPOMS system which all staff have access to and use when necessary, a CPOMS guide and training will be shared with all staff annually and new staff when required. The information stored in this system subsequently allows the Designated Safeguarding Team to share relevant concerns with appropriate agencies in order to ensure the necessary support is accessed. The Designated Safeguarding Lead (DSL) or Deputies, who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Safeguarding & Child Protection Policy for Schools, Education Settings & Education Services

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<p>Part One: Safeguarding Policy</p> <p>1.0 Introduction</p> <p>Safeguarding and promoting the welfare of children is defined as:</p> <ul style="list-style-type: none"> • Protecting children from maltreatment; • Preventing impairment of children's mental and physical health or development; • Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; • Taking action to enable all children to have the best outcomes; • Children include everyone under the age of 18. 	<p><i>This means that our school is committed to safeguarding and promoting the welfare of all its pupils. We believe that:</i></p> <ul style="list-style-type: none"> • <i>Our children have the right to be protected from harm, abuse, and neglect</i> • <i>Our children have the right to experience their optimum mental and physical health</i> • <i>That every child has the right to an education and children need to be safe and to feel safe in school</i> • <i>children need support that matches their individual needs, including those who may have experienced abuse</i> • <i>Our children have the right to express their views, feelings and wishes and voice their own values and beliefs</i> • <i>Our children should be encouraged to respect each other's values and support each other</i> • <i>Our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.</i> • <i>Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours</i> <p><i>All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue.</i></p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p>	<p><i>In our school the following people will take the lead in these areas:</i></p> <p><i>Our GDPR lead is: Nazia Ajmal</i></p>

- The most recent version of **Working Together to Safeguard Children** (DfE)
- The most recent version of **Keeping Children Safe in Education**: Statutory guidance for schools and colleges (DfE Sept 2020)
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002** s175
- **Sexting in Schools & Colleges – responding to incidents and safeguarding young people** (UKCCIS) 2016
- **General Data Protection Legislation (2018)**
- **Mental Health & Behaviour in Schools**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- Birmingham Safeguarding Children Partnership threshold guidance **Right Help Right Time**
- **Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government**
- **Protecting Children from Radicalisation: The Prevent Duty, 2015**
- **Relationships education, relationships and sex education (RSE) and health education**
- **Voyeurism offences act 2019**
- **Children missing education**

Our Rights Respecting link is:
Sufia Khatun

Our lead for Mental Health is:
Danielle Akers

Our Safeguarding governor is:
Stacie Goodhead/ Keri Sheckler

The headteacher leads on safer recruitment work. (In the event of the recruitment of a headteacher, governors will lead the recruitment.)

The case manager for dealing with allegations of abuse made against school staff members is the head teacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The case manager for dealing with allegations against the headteacher is the BDMAT CEO, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The designated teacher for Looked After Children is **Jane Nizamis**

The Personal, Social and Health Education lead is **Danielle Akers**

The Mental Health lead is **Danielle Akers/Jane Nizamis**

The Medicines in school lead is **Rayhma Ali**

The First Aid lead is **Rayhma Ali**

The Online safety lead is **Lucy Rogers**

The Preventing radicalisation lead is **Jane Nizamis**

The Behaviour and anti-bullying lead is **Danielle Akers**

The **Equality and Diversity** lead is ***Danielle Akers***

The **Health and Safety** lead is ***Neil Tate***

The **Environmental Health** lead is ***Neil Tate & Carole Truby (Aspens)***

The **Educational Visits** lead is ***Devina Shryane***

The **Attendance** lead is ***Kirsti Bennett***

The **Emergency Lockdown** lead is ***Devina Shryane***

The **Whistleblowing** lead is Christopher Mansell (BDMAT CEO)

The **GDPR** lead is ***Nazia Ajmal***

Our **local police community support officer (PCSO)** is ***Georgina Thompson***

The **School Nurse** is ***through the Birmingham Nursing Service***

In the event of an emergency, please dial 999 immediately.

See appendix 9 for comprehensive list of responsibilities of Local Academy Board, headteacher and DSL.

2.0 Overall aims

This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

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

This means that in our school we will:

- *Identify and protect all pupils especially those identified as vulnerable pupils.*
- *Identify individual needs as early as possible; and*
- *Design plans to address those needs*
- *Work in partnership with pupils, parents/carers and other agencies.*

Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

Our Local Academy Board will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

3.0 Guiding Principles

These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in **Right Help Right Time**);

- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

*This means that in our school all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership **Right Help Right Time**, and procedures for **Early Help**.*

All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.

4.0 Expectations

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy;
- Understand their role in relation to safeguarding;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the DSL, or deputy DSL, and;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible;
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans.

This means that in our school:

All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Local Academy Board.

The DSL will attend training every 2 years.

In recognition of the impact of COVID additional disclosure training will be undertaken by all staff.

Our Governors and those in management positions will be subjected to an enhanced DBS check and 'Section 128' check.

We will follow Safer Recruitment processes and checks for all staff.

5.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with their teachers about their welfare, safeguarding and child protection concerns.
- Local Academy Boards should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties
- Safeguarding and Child Protection information will be dealt with in a confidential manner using the school's information sharing policy, which is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).
- Keeping Children Safe in Education (2020), paragraph 85: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' And paragraph 84:

This means the DSL team in our school will be:

*Lead: **Devina Shryane***

*Contact details: **01214644652***

*Deputies: **Danielle Akers Jane Nizamis Hannah Price***

*Contact details: **0121 464 4652***

Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

(See appendix 9 for comprehensive list of DSL responsibilities)

*Because we use **CPOMS** and store our records electronically we do hold some paper files in a locked cupboard.*

We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm

<p>'This includes allowing practitioners to share information without consent...'</p> <ul style="list-style-type: none"> • Our school will be clear as to who has parental responsibility for children on our roll, and report all identified private fostering arrangements to the Local Authority. • Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil: the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance. • If a pupil moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. • All in- year applications and transfers will also be reported to the Local Authority. 	<p><i>We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child arrives.</i></p>
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<p>6.0 Contextual Safeguarding</p> <ul style="list-style-type: none"> • KCSiE 2020 writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families. 	<p><i>In our school our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:</i></p> <ul style="list-style-type: none"> • <i>Informal and formal assessments of need/ risk for the child;</i> • <i>Case discussions in DSL supervision sessions.</i>
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7.0 Mental Health and Domestic Abuse

- KCSIE 2020 also writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education.
- The definition of Domestic Abuse is:

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

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

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

(See KCSIE (2020) page 86)

In our school this means that:

- *All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.*
- *School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.*
- *All Staff will take immediate action and make a referral to a DSL if they have a mental health concern about a child that is also a safeguarding concern. **This will be recorded on CPOMs and reported to one of the DSLs/ Mental Health First Aiders.***
- *All staff will have received training on domestic abuse.*
- *All Staff will take immediate action and make a referral to a DSL if they have a concern about a child witnessing domestic abuse. **This will be recorded on CPOMs immediately and reported to one of the DSLs.***

8.0 The Designated Teacher for Looked After and Previously Looked After Children

- The Local Academy Board must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Birmingham Children's Trust will support the care leaver to participate in education or training.

In our school the Designated Teacher is:
*Name: **Jane Nizamis***
Contact details:
j.nizamis@stclemce.bham.sch.uk

Our Designated Teacher will:

- *Work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.*

Our DSL's will keep the details of Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

9.0 The Local Academy Board

Local Academy Boards and BDMAT Board of trustees should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Local Academy Board);
- The Head Teacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained.
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The Local Academy Board have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers, or governors that complies with all BSCP procedures.
- The Nominated Governor is responsible for liaising with the Head Teacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

See appendix 9 for comprehensive list of responsibilities

In our school this means that:

All governors must have read part 2 of "KCSIE-2020"

Our nominated Governor for Safeguarding and Child Protection is:

*Name: **Stacie Goodhead/Keri Sheckler***

*Contact details: **s.goodyear@stclemce.bham.sch.uk***

This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.

The Local Academy Board will review all policies/procedures that relate to safeguarding and child protection annually.

*The BDMAT CEO is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the **Head Teacher**.*

*The Nominated Governor will liaise with the **Head Teacher** and the DSL to produce a report termly for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.*

10.0 Safer Recruitment & Selection & Site Security

The school should pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

This means that in our school:

The following school staff have undertaken Safer Recruitment training:

1 DEVINA SHRYANE

3 NAZIA AJMAL

And the following members of the Local Academy Board have also been trained:

JOHN PEMBERTON

One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

Our school endeavours to ensure that we do our utmost to employ only 'suitable' staff and allow only 'suitable' volunteers to work with children by complying with the requirements of *Keeping Children Safe in Education 2020* together with the school's and the BDMAT Safer Recruitment policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
 - ✓ an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity;
 - ✓ an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children;
 - ✓ an enhanced DBS check for all governors (not including associate members), which will only include a barred list check for governors involved in Regulated Activity;
 - ✓ if offered employment, provide evidence of their right to work in the

	<p>UK;</p> <ul style="list-style-type: none"> ✓ be interviewed by a panel of at least two school leaders/governors, if shortlisted. <p>Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in Regulated Activity. A fuller explanation of Regulated Activity can be found in Part 3 of <i>Keeping Children Safe in Education 2020</i>.</p> <p>The school will also</p> <ul style="list-style-type: none"> ➤ ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding; ➤ ask at least one value-based question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children; ➤ verify the preferred candidate's mental and physical fitness to carry out their work responsibilities; ➤ obtain references for all shortlisted candidates, including internal candidates; ➤ carry out additional or alternative checks for applicants who have lived or worked outside the UK; ➤ ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State; ➤ <i>academies, independent schools and free schools</i> – check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school; <p>All relevant staff (teachers, teaching assistants, other classroom based staff, lunchtime supervisors and members of the senior leadership team, and all those who work in before or after school care for children under eight) are made aware of the disqualification from providing childcare legislation.</p> <p>We maintain a single central record which is reviewed by the safeguarding</p>
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governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition from teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies :)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

The school obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school/college checks the identity of all contractors and their staff on arrival at the school/college and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred list checks are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

Visitors

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.
- The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

10.1 Induction

All staff, especially staff who have been redeployed in response to COVID -19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.

Our staff induction process will cover and staff will be asked to sign that they have received:

- *The Safeguarding & Child Protection policy*
- *Part one of the KSCIE-2020 and Annexe A documents*
- *The Behaviour Policy*
- *The Staff Behaviour Policy (sometimes called a Code of Conduct)*
- *The Health and Safety Policy and fire drills*
- *The Education Visits Policy*
- *The BDMAT Whistle Blowing Policy (staff should refer to this policy if they have concerns about safeguarding in the school)*
- *The safeguarding response to children who go missing from education and*
- *The role of the DSL (including the identity of the DSL and any deputies).*
- *Procedures on how to report a safeguarding concern to the DSL (page 22 of The Safeguarding & Child Protection policy)*

10.2 Staff Support

Recognising the impact of COVID 19, DSLs should be given additional time, particularly in the Autumn term to support staff and children regarding new safeguarding and welfare concerns. Regular safeguarding supervision will be offered to the Lead DSL within school usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school. DSLs will be supported to access training as appropriate including training in behaviour and mental health.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

11.0 The Use of Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for 'Use of Reasonable Force in Schools' schools is available [here](#).

This means in our school:

By planning positive and proactive behaviour support the occurrence of distressed behaviour and the need to use reasonable force will reduce.

We will write individual behaviour plans for our more vulnerable children and agree them with parents and carers.

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully. Currently twelve members of staff are trained in Positive Handling.

12.0 The School Role in the Prevention of Abuse-safeguarding in the curriculum

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Safeguarding issues, including online safety will be addressed through all areas of the curriculum including Extra Familial harm (multiple harms)

Keeping Children Safe in Education 2020 requires Local Academy Boards and BDMAT trustees to ensure that children are taught about safeguarding, including online safety, and who to report to if they do not feel safe, as part of providing a 'broad and balanced curriculum.'

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

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

This means that in our school:

All Staff will be made aware of our school's unauthorised absence and children missing from education procedures.

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) programme; sex and relationships lessons; and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter, recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting' (please refer to Youth produced sexual imagery ['sexting'] in section 31 below).

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is

referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving under 13-year olds will therefore be referred to the Police.

(for subscribing schools) We have adopted the personal safety programme Taking Care (based on the Protective Behaviours Process) for Foundation/Key Stage 1 and Key Stage 2, which is designed to fit in with the requirements of the PSHE Curriculum. This programme reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course.

We have adopted Jigsaw to teach RHE and PHSE. This covers: celebrating difference; being me; dreams and goals; relationships; changing me and healthy me.

Children are also taught about online safety, issues of consent and healthy relationships, fundamental British values, grooming, how children can keep themselves safe from all forms of

bullying including online bullying, child criminal and sexual exploitation including issues of informed consent, sexting, drugs and alcohol, risks associated with gang activity, and risks associated with county lines.

All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole school approach.

We identify pupils who might need more support to be kept safe or to keep themselves safe by:1:1 and pre-teach sessions.

We also recognise the particular vulnerability of children who have a social worker.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Opportunities such as Forest Schools, Pastoral Mentoring, Active mentoring, Family support.

13.0 What We Will Do When We Are Concerned – Early Help Response

Where unmet needs have been identified for a ***<child/young person>** utilising the **Right Help Right Time** (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The child/young person's voice must remain paramount within a solution focused practice framework.

The primary assessment document is the 2019 Early Help Assessment (EHA).

Should it be felt that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.

The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.

*This means that in our school we will: implement **Right Help Right Time***

All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.

Safeguarding leads will assess, plan, do and review plans.

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.

The DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.

14.0 Safeguarding Pupils who are Vulnerable to Radicalisation

With effect from 1st July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

This means that in our school:

Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We use the curriculum to ensure that children understand how people with extreme views share these with others, especially using the internet.

14.1 Risk Reduction

The school governors, Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found [here](#):

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5. The SPOC has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff.

The School has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

14.2 Channel

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

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

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.

The SPOC for our school is:

*Name: **Jane Nizamis***

All staff within our school will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

*We will use specialist online monitoring software, which in this school is called **Policy Central***

Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

15.0 Pupils who are Vulnerable to Exploitation, Trafficking, or so-called 'Honour-based' Abuse (HBA) (including Female Genital Mutilation and Forced Marriage)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary sanctions.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Birmingham Children's Trust. The duty does not apply in relation to at risk or suspected cases.

This means that in our school we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- *Forced Marriage*
- *FGM*
- *Honour based abuse*
- *Breast Ironing*
- *Trafficking*
- *Criminal Exploitation & Gang Affiliation*

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

16.0 Children Missing Education

A child going missing and or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and Children Missing from Education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any pupil who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries

The school (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments

This means that in our school we will:

Hold two or more emergency contact numbers for each pupil.

Monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in KCSIE (2020) the school has:

- 1. Staff who understand what to do when children do not attend regularly*
- 2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).*
- 3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.*

All our attendance work will liaise closely with the DSL.

We will adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.

We will work closely with the CME Team, School Admissions Service, Education Legal Intervention Team and the Elective Home Education Team with regard to procedures for when we plan to take pupils off roll when they:

- a. leave school to be home educated*
- b. move away from the school's location*
- c. remain medically unfit beyond compulsory school age*
- d. are in custody for four months or more (and will not return to school afterwards); or*
- e. are permanently excluded*

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

17.0 Peer on Peer/Child on Child Abuse

It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sexting, initiation/ hazing, upskirting, sexual violence and harassment. The school's values, ethos and behaviour policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

Schools should recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

This means that in our school:

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges.

The accused perpetrator and alleged victim will be separated whilst investigations are ongoing.

We will support the victims of peer on peer abuse by nurture groups, signposting and pastoral support.

We will follow both national and local guidance and policies to support any children subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

*We will utilise the **Children who pose a Risk to Children School Safety Plan** produced by the local authority*

*Our DSL will follow **local guidance** to enable provision of effective support to any child affected by this type of abuse including the alleged perpetrator.*

18.0 Criminal exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

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

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

This means that in our school we will:

Assess the risks and issues in the wider community when considering the well-being and safety of our pupils.

Notice and listen to children/ young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.

Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

19. Extended school and off-site arrangements

All extended and offsite activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection and whistleblowing arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and swift reporting of non-attendance and children going missing from the breakfast club/after school club at any time when they should be there. The DSL will also ensure that effective quality assurance arrangements are in place in order to monitor the ongoing effectiveness of all safeguarding arrangements that the breakfast club has in place. A Safeguarding Champion is appointed for out of hours activities. (O.Burton)

Use of Media

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible;
- if it is necessary to name children, use first names rather than surnames;
- if children are named, avoid using their image;
- establish whether the image will be retained for further use, where and for how long;
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of pupils and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities including residential visits.

Parents are not welcome to take still photographs of their **own children only** during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performances in order not to distract children who are performing or other audience members).

Parents are not welcome to video record their **own children** during school activities, subject to the same terms and conditions as for photographs above.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

20 Evaluating and Monitoring Process

Our Child Protection and Safeguarding Policy will be monitored and evaluated by:

- Executive team and Head of School Support visits to the school.
- Local Academy Board visits to the school

- Senior Leadership Team 'drop ins' and discussions with children and staff
- Line management and task management of staff.
- Audits of child protection and safeguarding records and record keeping (including SCR).
- Discussions with staff involved in CP & safeguarding work.
- Scrutiny of Local Academy Board minutes
- Review of the use of any early help facility in school to support pupils, for example nurture room or other intervention
- Pupil surveys, questionnaires and evidence of the pupil voice in child protection and safeguarding work.
- Scrutiny of data sets.
- Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a coordinated approach).
- Review of parental concerns and parent questionnaires.

• **Success Criteria:**

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have child protection and safeguarding concerns.
2. Scrutiny of child protection records confirms that safeguarding procedures set out in this policy are being consistently followed. This includes completion of appropriate records with clear evidence of actions being followed through in a timely and effective manner in order to safeguard pupils and provide support where necessary; and that school attendance at any multi-agency meeting is attended, report provided where necessary and any actions for the school are followed up.
3. Staff, when questioned believe that child protection and safeguarding procedures set out in the policy are being consistently followed throughout the education provision.
4. Content of the policy remains up to date with reference to relevant legislation and local guidance.
5. Safeguarding action plan, implementation, monitoring, evaluation and impact.
6. School self-evaluation activity including local authority safeguarding compliance procedures.

Part Two: Key Procedures

Responding to concerns about a child

In our school **St Clement's CE Primary Academy**
Our DSL(s) are **D.Shryane, D.Akers, H.Price, J.Nizamis**
Our safeguarding governor is **Sarah Shakespeare**

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.
Please remember if the child is at risk of significant or immediate harm you report first and record after.
If a DSL is not available, staff should speak to a member of the SLT
Record on electronic recording system
CPOMs

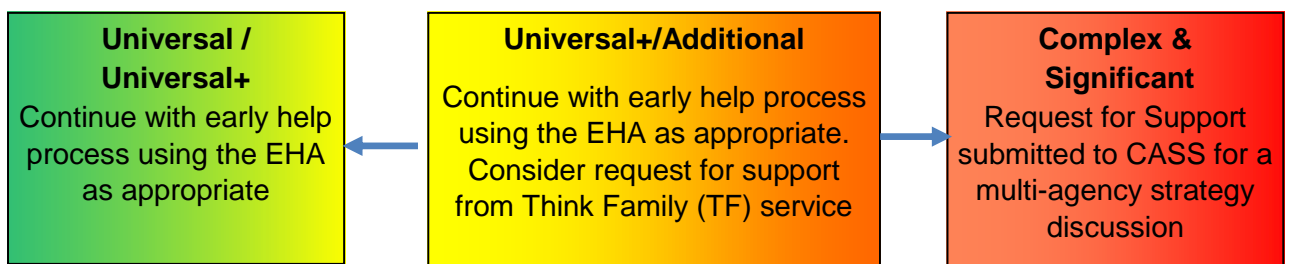
DSL(s) review concerns and decide next steps
referring to Right Help Right Time (RHRT)

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

At any point consider seeking advice:

Children's Advice Support Service (CASS)
0121 303 1888

In case of emergency phone police on 999



21.0 Involving Parent/Carers

- 21.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

- 21.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through school prospectus, website, and our Safeguarding section on our school newsletter.

22.0 Multi-Agency Work

- 22.1 We work in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding Social Worker or Family Support Worker, concerns around escalation of risks must be reported immediately to the Social/ family support worker, or in their absence, to their team manager.
- 22.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 22.3 We will co-operate with any Child Protection enquiries conducted by Birmingham Children's Trust: the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.
- 22.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting.
- 22.5 Where a pupil is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

23.0 Our Role in Supporting Children

- 23.1 Our school staff will offer appropriate support to individual pupils who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.
- 23.2 An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 23.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

- 23.4 We will ensure the school works in partnership with parents/ carers and other agencies as appropriate.

24.0 Responding to an Allegation about a Member of Staff

See also Birmingham Safeguarding Children Board Procedures on **Allegations against Staff and Volunteers**.

- 24.1 This procedure must be used in any case in which it is alleged that a member of staff, supply teacher, agency staff, governor, visiting professional or volunteer 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 in a way that indicates s/he may not be suitable to work with children.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

- 24.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils. In our school we also recognise that concerns may be apparent before an allegation is made.

- 24.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

24.3.1 Allegations or concerns about staff, colleagues and visitors(recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Head Teacher (or DSL if Head Teacher is not available) who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.(Where a Head Teacher is also the sole Proprietor of an Independent school it is mandatory to report to the LADO).

24.3.2 If the concern relates to the Head Teacher, it must be reported immediately to the BDMAT CEO ***<add contact details>** who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.

25.0 Children with Additional Needs

- 25.1 Our School recognises that all pupils have a right to be safe. Some pupils may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

- 25.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing Child Protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Local Academy Board

26.0 Children in Specific Circumstances

26.1 Private Fostering

- 26.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent

or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

26.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent. It does not include great-aunts or uncles, great grandparents or cousins.

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

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

26.1.4 School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

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

26.1.5 There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

26.0 Links to additional information about safeguarding issues and forms of abuse

27.1 Staff who work directly with children/young people, and their leadership team should refer to this information

27.2 Guidance on children in specific circumstances found in Annex A of KCSIE 20, and additional resources as listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect <u>Children who abuse others West Midlands Safeguarding Children Group</u>	West Midlands Safeguarding Children Procedures

Issue	Guidance	Source
Bullying	<u>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</u>	West Midlands Safeguarding Children Procedures
Children and the Courts	<u>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</u> <u>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</u>	MoJ advice
Missing from Education, Home or Care	<u>http://westmidlands.procedures.org.uk/pkpils/regional-safeguarding-guidance/children-missing-from-care-home-and-education</u> <u>http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</u>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<u>https://www.nicco.org.uk/</u>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</u> <u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</u> <u>http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances</u>	Birmingham Police and Schools Panels
Domestic Abuse	<u>http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</u>	West Midlands Safeguarding Children Procedures
Child Exploitation	<u>http://westmidlands.procedures.org.uk/pkpil/regional-safeguarding-guidance/child-sexual-exploitation</u> <u>http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children</u> <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> <u>https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018</u>	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	<u>https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</u>	HCLG
Health & Wellbeing	<u>http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</u>	West Midlands Safeguarding

Issue	Guidance	Source
	https://www.birmingham.gov.uk/downloads/file/9462/medicine in schools feb 2018	Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting flow chart feb 2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group Teaching online safety in school	BCC Education Safeguarding Birmingham Police and Schools Panels DfE
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private fostering in birmingham information for professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding to hsb - school guidance https://www.birmingham.gov.uk/downloads/file/9504/children who pose a risk to children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls Honour-based violence West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

Appendices

Appendix 1

Definitions and Indicators of Abuse

1. Neglect

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

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

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

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

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

2. Physical Abuse

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred

- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by rape and/or penetration 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.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. Sexual Exploitation

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

The definition, which can be found on KCSIE (2020) page 84, is:

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

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

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities

- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

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

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

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

6. Responses from Parent/Carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. Disabled Children

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

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

Appendix 2

Dealing with a disclosure of Abuse

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB - it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately after a Disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Head Teacher, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher.

Appendix 3

Allegations about a Member of Staff, Agency Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, supply staff, agency worker, governor, visitor or volunteer the Head Teacher (or DSL if the Headteacher is not available) must be informed immediately. The Head Teacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.
3. The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the **Head Teacher**, then the **BDMAT CEO** takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the West Midlands Child protection procedures.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

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

Appendix 4

Indicators of Vulnerability to Radicalisation

1. Radicalisation is defined in KCSiE 2020 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2020 describes Terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity Crisis** - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal Crisis** - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **Personal Circumstances** - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - **Unmet Aspirations** - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **Experiences of Criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
 - **Special Educational Need** - pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

9. Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

Appendix 5

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for **St Clement's** is **Jane Nizamis**, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **St Clement's CE Academy** in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

² Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

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

Appendix 6 – Signs and Symptoms of FGM

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary sanctions.

The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

Appendix 7 – COVID 19 & Safeguarding

Schools must have regard to the statutory safeguarding guidance, **keeping children safe in education** and should refer to the **coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance** and update safeguarding procedures in line with DfE updates.

Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

Online safety

Coronavirus (COVID-19): keeping children safe online

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

Where school staff are delivering lessons online or virtually (e.g. to children unable to attend school due to COVID-19 or ill health), all such lessons will be delivered in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies. This will ensure that the school's filtering and monitoring software is enabled.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#).

Staff will always use school/service owned devices and accounts for the delivery of online/virtual lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used subject to data protection and retention/storage guidelines. School leaders will randomly sample recorded lessons in order to safeguard pupils and staff and to ensure that policies are being followed.

When delivering online/virtual lessons on a one-to-one basis or communicating with vulnerable children who are not attending school via video chat, staff will speak to parents/carers before lessons/conversations commence and when they finish before logging off.

The school will request and obtain written consent from parents/carers including consent to record lessons and video conversations before staff communicate with children online.

It is important that all staff who interact with children online continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record any concerns to the DSL in the normal way. The DSL will respond to any such concern as they would any other safeguarding concern.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Online/virtual lessons should be timetabled and the headteacher or DSL will be able to drop into any virtual lesson at any time – the online version of entering a classroom for pupil welfare and safeguarding purposes. Staff delivering online/virtual teaching will be expected to display the same standards of dress and conduct that they would when working face to face in school, modelling

appropriate behaviour and presentation to pupils and parents.

Below are other issues that staff need to take into account when delivering online/virtual lessons or communicating with children online, particularly where webcams are used:

- Staff and children must be fully dressed and wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example not in bedrooms; and the background should be blurred. If it is not possible to blur the background, staff must consider what children can see in the background and whether it would be appropriate in a classroom. This includes photographs, artwork, identifying features, mirrors etc.
- Staff will ensure that resources and videos used are age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.
- Live classes should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes will be kept to a reasonable length of time so that children do not have too much screen time and in order to minimise disruption for the family.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils
- Staff should record the length, time, date and attendance of any sessions held.

Staff members delivering lessons or communicating with children online/virtually will raise any issues in respect of inappropriate dress, setting, behaviour etc with the child and/or parent immediately and will end the online interaction if necessary. Any such incident will be recorded and reported to the DSL.

If a staff member believes that a child or parent is recording a lesson or conversation without prior consent, the lesson will be brought to an end or the child will be logged out immediately.

In **rare and exceptional circumstances** where staff urgently need to contact a pupil or parent by telephone and do not have access to a school-owned device, they will discuss this with a senior member of staff. If it is agreed there is no alternative to using a personally owned device, staff members will always use 'caller withheld' to ensure the pupil and/or parent is not able to identify the staff member's personal contact details.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Support for parents and carers to keep children safe from online harms**, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.
- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

CHILD PROTECTION & SAFEGUARDING

Summary of Child Protection Information for Visitors and Volunteers

Our school is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- **Promoting a caring, safe and positive environment**
- **Encouraging self-esteem and self-assertiveness**
- **Effectively tackling bullying and harassment**

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At our school in order to protect our children, we aim to:

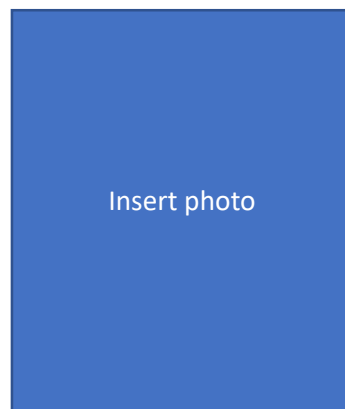
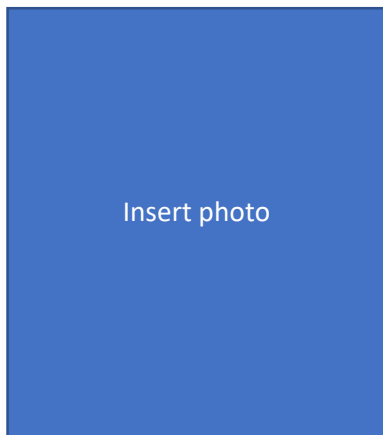
- **Create an atmosphere where all our children feel secure, valued and listened to**
- **Recognise signs and symptoms of abuse**
- **Respond quickly, appropriately and effectively to cases of suspected abuse**

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible

Lead DSL name: **Devina Shryane**

or

Deputy DSL name: **Danielle Akers**



If this person is not available please contact: **Jane Nizamis/ Hannah Price**

Everyone working with our children, their parents and carers should be aware that their role is to:

- **Listen** and note carefully any observations which could indicate abuse
- Not to attempt to investigate once the initial concern is raised
- **Refer** to the Designated Senior Lead (DSL) immediately
- Contact the Head or the Deputy DSP if the DSP is not available
- **Remember** disclosures of abuse or harm from children may be made at any time

If anything worries you or concerns you, report it straight away

Appendix 9 – Roles and Responsibilities of DSL, Local Academy Board and Headteacher.

All schools are required to appoint a member of the senior leadership team to co-ordinate child protection arrangements and to ensure that there are appropriate cover arrangements.

The Designated Safeguarding Lead (DSL):

- is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- takes lead responsibility for safeguarding and child protection (including online safety) in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. The role and responsibility are explicit in the role holder's job description.
- is appropriately trained (including Prevent training), receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- acts as a source of advice, support and expertise to the school community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is alert to the specific needs of children in need; those with special educational needs; children who are looked after or were previously looked after; children who have a social worker; and young carers; and oversees the provision of effective pastoral support to all of those children, promoting their educational outcomes by sharing information about their welfare, circumstances and needs with teachers and other staff as appropriate.
- works closely with pastoral support staff; the SENCo; the designated teacher for children who are looked after or were previously looked after; staff with designated responsibility for promoting children's mental health and emotional wellbeing; the ICT lead and any ICT support staff; and school nurses in relation to safeguarding matters (including online and digital safety) and whether to make referrals to relevant partner agencies.
- has a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by WS.
- has an understanding of the early help process to ensure effective support, assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention.
- keeps detailed and accurate written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file.
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate; and, where a crime may have been committed, refers cases to the Police.
- refers cases using the prescribed pro forma to Children's Social Care and the Prevent policing team for a joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so.
- ensures that staff do everything they can to support social workers and contribute to assessments of children when Children's Social Care become involved.
- notifies Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan.
- ensures that, when a pupil under the age of 18 years leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.
- considers whether to share any information about a child leaving the school with the receiving school/college/education provider in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for her/his arrival.
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency exploitation meetings.

- co-ordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- develops effective links with relevant statutory and voluntary agencies including Warwickshire Safeguarding.
- ensures that all staff sign to indicate that they have read and understand the child protection and safeguarding policy; the staff behaviour policy (code of conduct); the behaviour policy; the school's safeguarding response to children who go missing from education; the role of the DSL (including the identity of the DSL and any deputies); and Part 1 of *Keeping Children Safe in Education 2020* (and also Part 5 and Annex A of *Keeping Children Safe in Education 2020* in relation to staff who work directly with children).
- ensures that all staff understand that if they have **any concerns** about a child's welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care.
- ensures that all staff know how to make a referral as in sections 27-29 of this policy.
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in sections 27-40 (pages 9-12) and Annex A (pages 82-96) of *Keeping Children Safe in Education 2020*, ensuring that all staff receive necessary training, information and guidance.
- understands the unique risks associated with online safety and ensures that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online.
- understands the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR) in respect of safeguarding children.
- ensures that the child protection and safeguarding policy and procedures are reviewed and updated at least annually, working with the whole school/college community of pupils, parents, staff, volunteers and governors and/or proprietors regarding this.
- liaises with the nominated governor and headteacher (where the DSL role is not carried out by the headteacher) as appropriate.
- informs the headteacher of any serious safeguarding enquiries, especially under section 47 of the Children Act 1989 and any Police investigations (where the DSL role is not carried out by the headteacher).
- keeps a record of staff attendance at child protection training.
- makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- ensures that the school holds more than one emergency contact number for every pupil.
- ensures that the headteacher is aware of the responsibility under *Working Together 2018* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

The Deputy Designated Safeguarding Lead(s)

is/are appropriately trained to the same standard as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. The role and responsibility are explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all the functions of the DSL as above.

The Local Academy Board

- appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- ensures that the DSL role is explicit in the role holder's job description (and also the job description of any Deputy Designated Safeguarding Leads) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- ensures that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person

but in exceptional circumstances availability will be via telephone and/or Skype or other such media.

- ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities.
- ensures that the school has a child protection policy and procedures, including a staff code of conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on the school's website or by other means.
- ensures that the school has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the headteacher and allegations against other children.
- follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification from providing childcare regulations.
- develops an induction strategy that ensures all staff, including the headteacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction.
- develops a training strategy that ensures all staff, including the headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of WS. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the school.
- appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training.
- ensures that the school contributes to inter-agency working and plans.
- ensures that the school provides effective pastoral care and participates in the early help Pathway to Change process for pupils with additional needs in order to provide a co-ordinated offer of early help.
- teaches pupils about safeguarding and how to keep themselves safe at all times, including when online, and who to report to if they feel unsafe, as part of a broad and balanced curriculum.

The BDMAT CEO is responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the headteacher.

The Local Academy Board also identifies a named governor to take leadership responsibility for the school's safeguarding arrangements. That governor will maintain regular contact with the DSL and will ensure that the Local Academy Board receives regular reports (termly) about safeguarding activity at the school.

It is the responsibility of the Local Academy Board to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership and national guidance.

The school will submit a response to BCC's and BDMAT's annual schools' safeguarding audits. This will highlight how the Local Academy Board's duties have been carried out. Action plans will be drawn up and any weaknesses will be rectified in accordance with these plans.

The headteacher:

- ensures that the child protection policy and procedures are understood and implemented by all staff.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- supports the designated teacher for looked after children to promote the educational achievement of any

pupils who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- ensures that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure.
- ensures that the culture of the school/college supports the provision of effective pastoral care and early help.
- ensures that staff do everything they can to support social workers when Children's Social Care become involved.
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation.
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

APPENDIX 10: Governors' Safeguarding Responsibilities Checklist

KCSIE Local Academy Boards responsibilities from KCSIE (September 2020)

Statement	Evidence
Legislative Frameworks	
All governors and school leaders have read Keeping Children Safe in Education (DfE 2020) Part 2.	
Governors ensure the school or college contributes to inter-agency working in line with Working Together to Safeguard Children 2018: <ul style="list-style-type: none"> - Providing a coordinated offer of early help when additional needs of children are identified. - Contributing to inter-agency plans to provide additional support to children subject to child protection plans. - Allowing access for children's social care staff to carry out their work. 	
School ensures safeguarding arrangements take account of the procedures and practice of Birmingham Local Safeguarding Children's Partnership.	
The BDMAT CEO is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse being made against the headteacher or member of the Local Academy Board.	
School has effective policies in place which are provided to all staff including temporary staff and volunteers: <ul style="list-style-type: none"> - Safeguarding policy - Child protection policy - Staff behaviour policy - Pupil behaviour policy - Attendance policy 	
School's child protection policy describes procedures and reflects current government guidance (KCSIE 2020) and locally agreed Local Safeguarding & Child Protection (LSCP) procedures.	
School's child protection policy is updated (at least annually) and made available publicly on the school website (or by other means).	
Head teachers fully adopt these policies and procedures which are ratified by Local Academy Boards.	
Governors hold school leaders to account for pupil attendance rates for: all pupils, disadvantaged pupils, disadvantaged free school meal pupils, pupils with special educational needs and disabilities, Gypsy Roma Traveller Pupils and persistently absent pupils.	
Governors hold school leaders to account for off-rolling. "Off-rolling is the practice of removing a pupil from the school roll without a formal permanent exclusion or encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school not the child"	
Governors hold school leaders to account for pupil behaviour, ensuring the pupil behaviour policy is fully implemented, rewards and sanctions are consistently implemented.	

Statement	Evidence
Isolation units appropriately supervised so that pupils welfare and dignity is maintained and they have access to appropriately skilled teachers who can ensure they make good progress.	
Effective multi-agency support is sought to de-escalate behaviour concerns and address issues, eg, working with the youth offending service, support through a police intervention. Concerns are escalated if support is not effective.	
Impact known of fixed term exclusions on improving pupil behaviour?	
Governors hold leaders to account on rates of exclusion and adherence to policy.	
The school has appointed a member of staff for the school/college leadership team to the role of DSL. A deputy DSL is also nominated in the event of the DSL not being available.	
The role of the DSL is explicit in the role holder's job description, and in the role of deputy DSLs	
The DSL (and deputy/ies DSL) is appropriately trained by attending LSCP module 2 multi-agency training (formerly level 2 training).	
Governors hold DSL to account and evidence how young people in school are safe:	
In addition, the DSL has attended LSCP multi-agency training on local priorities: <ul style="list-style-type: none"> - Child criminal exploitation - Early help - Neglect 	
The headteacher and all staff members undergo child protection training which is updated regularly.	
All staff and governors have read and understood Part 1 of Keeping Children Safe in Education (2020).	
Children are taught about safeguarding in the context of a broad and balanced curriculum: personal, social, health education; relationships and sex education.	
A single central record is maintained in line with Part 3 Keeping Children Safe in Education (2020).	
Safe recruitment processes are in place in line with Part 3 Keeping Children Safe in Education (2020) entitled "Safer Recruitment".	
Managing allegations policy and procedures are in place to handle allegations against members of staff and volunteers. Allegations must be referred to the LADO. This is outlined in Keeping Children Safe in Education (2020) Part 4 "Allegations of Abuse made against Teachers and other staff".	
Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.	
All staff and governors have received safeguarding awareness training	
All staff and governors have been trained by the DSL on contextual safeguarding, incorporating peer on peer abuse, county lines, sexting and fake news	
Procedures are in place to handle allegations against other children (peer on peer abuse).	

Statement	Evidence
The child's wishes or feelings are taken into account when determining actions or providing services.	
Staff members do not promise confidentiality to the child and always act in the interest of the child.	
A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has been appropriately trained.	
The DSL for child protection and designated teacher for looked after children share information about the child's social worker and name of the virtual school head in the authority that looks after the child.	
An effective attendance policy and procedures are in place.	
The school has systems in place to ensure safeguarding responses to children who go missing from education, particularly on repeat occasions.	
A supervision policy is in place and supervision arrangements for all staff involved in child protection work are in place.	
The governor/trustee code of conduct been issued to all governors/trustees and read by all governors/trustees and revisited annually?	

APPENDIX 11: Lettings Checklist for Providers using the School Site

Name of School Providing the Letting:

Name of provision letting (name and signature):

Agency/Sector (e.g.: education, early years, childcare, over 8 years play work, health):

.....

Owner of Provision (name and signature):

Manager of Provision (name and signature):

Confirmation of Safeguarding Arrangements for Letting Agreements

Designated Member of Staff for Child Protection	YES	NO
Name of Designated Member of Staff		
Designated member of staff has attended the BCC Safeguarding Partnership training for designated members of staff for child protection (module 2 multi-agency working, and child criminal exploitation, early help and neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and pupils have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education (2020)?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members <ul style="list-style-type: none">Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection?Receive child protection awareness training within 12 weeks of appointment?	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns (page 12 Keeping Children Safe in education 2020), particularly how to act to safeguard pupils who are at risk of or experiencing child criminal and sexual	YES	NO

exploitation, peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?		
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with BCC LSOP requirements?	YES	NO
Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children's workforce DBS check (in line with BDMAT model SCR)?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by <u>all</u> including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education (2020)?	YES	NO
Have leaders involved in managing allegations attended LSOP managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place, including COVID 19 (Coronavirus)* risk assessments and clear processes to manage risk?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with BCC environmental health? Do staff receive appropriate environmental health training (eg: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an e-safety policy and protocols to ensure the safety of children and young people?		
Is your club/organisation affiliated to a governing body or Local Academy Board?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please state	NO

Further guidance via NSPCC website:

“Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector”.

[link to NSPCC.org.uk](https://www.nspcc.org.uk)

“Briefing for Schools: Organising safe sporting events” [link to NSPCC safe sporting](#)

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>

For the school providing the letting to complete:

I (headteacher or senior leader) have reviewed this risk assessment and:-

- I am satisfied that (name of provision) has the appropriate safeguarding arrangements in place to let the (state area) on the school site.
- I am not satisfied that (name of provision) has the appropriate safeguarding arrangements in place to let the (state area) on the school site.

As a result:-

- The provider can let the premises.
- The following actions need to be undertaken before the provider can let the premises.
- The provider cannot let the premises.

Signed

Name

Date

Appendix 12: Standards for Effective Child Protection Practice in Schools

The school's child protection and safeguarding responsibilities are inspected under the 'Leadership and Management' judgement in Ofsted inspections.

The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and the Designated Governor for Safeguarding to ensure the school is effective in safeguarding and child protection matters.

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Ensure all staff are able to identify children who may benefit from early help; provide co-ordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
5. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of Local Authority and WS procedures so that information is passed on effectively to the relevant professionals;
6. Monitor children who have been identified as in need of early help or at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
7. Provide and support regular child protection training and updates for **all** school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
8. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that pupils have a range of contacts and strategies to

identify risk, know who they can talk to about anything causes them concern and understand the importance of protecting others;

10. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
11. Have a clear understanding of the various types of bullying and peer on peer abuse – face to face, online, physical, verbal, sexual, prejudice based and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
12. Have a clear understanding of the signs and impact of racist, disability, homophobic, transphobic and teenage relationship abuse; and a clear commitment to identifying and challenging those forms of abuse in order to safeguard children and maintain the safeguarding culture of the school.
13. Take particular care that pupils with SEN, disabilities and/or mental health difficulties in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
14. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education 2020* and WS inter-agency child protection procedures;
15. Have a written whole school safeguarding policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
16. Ensure that specified information is passed on in a timely manner to the Local Authority and WS for monitoring purposes;
17. Have a Single Central Record in place that fully complies with the guidance in *Keeping Children Safe in Education 2020*.

Reference Documents

Keeping Children Safe in Education (DfE 2020)

Working Together to Safeguard Children (DfE 2018)

Warwickshire Safeguarding (WS) inter-agency safeguarding procedures -

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)

What to do if You're Worried a Child is being Abused 2015 - Advice for Practitioners (HMG 2015)

Children missing education - Statutory guidance for local authorities (DfE 2016)

Sexting in schools and colleges: responding to incidents and safeguarding young people
(UK Council for Child Internet Safety 2017)