

Safeguarding & Child Protection Policy Fairfax Multi-Academy Trust

Document Owner:	Martyn Jobling – Director of Education
Ratified By:	Board of Directors
Date Ratified:	July 2026
Review Date:	September 2027

Table of Contents

PART ONE: SAFEGUARDING POLICY	3
1. Introduction	3
2. Overall Aims.....	6
3. Guiding Principles	7
4. Roles and responsibilities	7
All staff	8
The Designated Safeguarding Lead (DSL)	9
The Academy Governors and Directors	10
The Principal	12
5. Contextual Safeguarding	13
6. Restrictive Interventions and Safeguarding	15
7. Mental Health.....	17
Mental Health Support	18
8. The Designated Teacher for Looked After and Previously Looked After Children...	18
Promoting the educational outcomes of children with a social worker.....	18
9. Safer Recruitment and Selection.....	19
10. The Academy's Role in the Prevention of Abuse	19
11. What We Will Do When We Are Concerned – “Early Help/Family Help Assessment”	21
12. Safeguarding Students who are Susceptible to Radicalisation	22
Risk reduction	23
Channel.....	23
13. Safeguarding Students Vulnerable to Exploitation, Trafficking, or so-called honour- or faith-based abuse.	24
14. Children who go Missing in Education	24
15. Child on Child Abuse including Sexual Violence and Harassment and Violence .	25
16. Criminal Exploitation and Gang Affiliation.....	28
PART TWO: KEY PROCEDURES.....	29
17. Involving Parents/Carers.....	29
18. Multi-Agency Work.....	32
19. Our Role in Supporting Children.....	33
20. Responding to an Allegation About a Member of Staff.....	33
21. Students with special educational needs, disabilities or health issues	35

22. Children in Specific Circumstances – Private Fostering	36
23. Links to the Additional Information About Safeguarding Issues and Forms of Abuse	37
24. Online safety and the use of mobile technology	42
25. Children who are questioning their gender.....	44
PART THREE: QUALITY ASSURANCE	46
27. Learning from Cases and Continuous Improvement.....	46
Appendix 1 Definitions and Indicators of Abuse	47
1. Neglect	48
2. Physical abuse.....	48
3. Sexual abuse	49
4. Sexual Exploitation	50
5. Emotional Abuse	50
6. Responses from Parents/Carers	51
7. Disabled Children.....	52
Appendix 2 Dealing with a Disclosure of Abuse	52
Appendix 3 Allegations About a Member of Staff, a Member of FMAT Governance or a Volunteer	53
Appendix 4 Indicators of Vulnerability to Radicalisation	54
Appendix 5 Preventing Violent Extremism – Roles and Responsibilities	55
Appendix 6: Academy Visitors and Volunteers.....	56

PART ONE: SAFEGUARDING POLICY

1. Introduction

Academies and their staff are an important part of the wider safeguarding system for children. If children and families are to receive the right help at the right time, everyone who encounters them has a role to play in identifying concerns, sharing information and taking prompt action. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. (Children includes everyone under the age of 18.)

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- taking action to enable all children to have the best outcomes.

This means that all academies within Fairfax Multi-Academy Trust (FMAT) are committed to safeguarding and promoting the welfare of all their students. We believe that:

- Our young people have the right to be protected from harm, abuse, exploitation, modern slavery and neglect.
- Our young people have the right to experience their optimum mental and physical health.
- That every child has the right to an education and young people need to be safe and to feel safe in their academy.
- Young people need support that matches their individual needs, including those who may have experienced abuse.
- Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs.
- Our young people should be encouraged to respect each other's values and support each other.
- Our young people have the right to be supported to meet their emotional, social, and mental health needs, as well as their educational needs. All academies in the FMAT 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 and recognising that mental health needs may constitute safeguarding concerns in their own right where there is risk of harm.
- All FMAT academies will contribute to the prevention of sexual harassment, abuse (including child on child abuse), risk/ involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, 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 young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

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

- Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- Departmental advice [What to do if you're worried a child is being abused: advice for practitioners](#).
- [Crime and policing bill 2026](#)
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and principal should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- [The Public Sector Equality Duty](#) which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- [West Midlands Safeguarding Children Procedures](#)
- [Mental Health & Behaviour in Schools](#)
- [Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Relationships education, relationships and sex education \(RSE\) and health education](#)
- [Voyeurism offences act 2019](#)
- [Children missing education](#)
- 'Data protection laws' refers collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025. For further information: [The Data Protection in Schools Toolkit](#)
- [Modern Slavery statutory guidance](#).
- ICO guidance '[For Organisations](#)' includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.
- Guidance on Generative AI (either teacher-facing or pupil-facing) can be found at [Generative artificial intelligence in education](#).
- The [Cyber security standards for schools and colleges](#) outline actions that schools and colleges should consider implementing to strengthen resilience, reduce the risk of disruption, prevent data breaches, and mitigate safeguarding risks. The department's '[plan technology for your school service](#)' supports schools in meeting digital standards through self-assessment and personalised recommendations.

- Guidance, templates and checklists to help schools manage their security effectively and meet their obligations. [School and college security - GOV.UK](#)
- [new statutory guidance on allergy safety in schools.](#)

2. Overall Aims

This policy will contribute to the protection and safeguarding of all students in the FMAT and promote their welfare by:

- Clarifying standards of behaviour for staff and students.
- Contributing to the establishment of a safe, resilient, and robust ethos in the academies, built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging students 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 students face.
- Addressing concerns at the earliest possible stage.
- Reducing the potential risks students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination, or victimisation.
- Recognising risk and supporting online safety for students, including in the home.
- Recognising the escalatory nature of misogyny and the benefits of early identification to support minimising the risk of Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence.
- Understanding that sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and is never acceptable.
- All staff working with children are advised to maintain an attitude of 'it could happen here'.

This means that in all academies in the Fairfax Multi-Academy Trust we will:

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

Our policy extends to any establishment our academies commission to deliver education to our students on our behalf, including alternative provision settings, with the expectation that academies maintain ongoing oversight to ensure placements remain safe and suitable. This includes regularly reviewing placements (at least half termly), confirming safeguarding arrangements and any staffing changes in writing, always knowing the pupil's location during Academy hours (including offsite provision), and taking immediate action where safeguarding concerns arise, recognising that external standards do not replace the Academy's own due diligence.

The Trust Board/Academy Association will ensure that any commissioned agency will reflect the values, philosophy and standards of the Trust. Confirmation should be sought from each academy that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

3. Guiding Principles

These are the seven guiding principles of safeguarding that **all** academies in the FMAT follow:

- 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 all academies in the Fairfax Multi-Academy Trust we will:

- Be aware of the guidance relating to Early Help/Family Help¹ (multi-agency, local authority-led support) i.e. any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help.
- 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.
- It also means that where Early Help/Family Help is appropriate, the Designated Safeguarding Lead/Deputy (DSL/DDSL) will liaise with other agencies, completing an inter-agency assessment as appropriate. All staff will understand the thresholds, escalation pathways and the role of the Academy in initiating or contributing to Early Help/Family Help assessments and if required to, all staff will support other agencies and professionals in an assessment, in some cases acting as the lead practitioner.

Early Help/Family Help cases will be kept under constant review, and if the child's situation does not improve/is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.

4. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, and governors in the academy. Our policy and procedures also apply to extended Academy and off-site activities.

¹ The term 'Family Help' is an umbrella concept that brings together Early Help Support with Child in Need provision under Section 17 of the Children Act 1989. Some Local Authorities may gradually rename Early Help services as Family Help teams, and plans may begin to be described as Family Help plans. Therefore, both terms are used in this document.

The Academy plays a crucial role in preventative education. This is in the context of a whole-academy approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, racism, misogyny/misandry, homophobia, biphobia, transphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. This will be underpinned by our:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Pastoral support system
- Planned programme of relationships, sex, and health education (RSHE), which is inclusive and delivered regularly (see Section 10, The Academy's Role in the Prevention of Abuse).

All staff

All staff will:

- Read and understand the full Part One and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually, including any interim updates issued by the DfE.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance and completed annual safeguarding update training.
- Reinforce the importance of online safety and Generative AI risks when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g., sites they need to visit or who they'll be interacting with online).
- Provide a safe space for students who are LGBTQ+ or who have special educational needs and/or disabilities to speak out and share their concerns.
- All staff will be aware of:
 - Our systems which support safeguarding, including this Safeguarding & Child Protection policy, the staff code of conduct, the role and identity of DSL/DDSLs the Behaviour policy, and the safeguarding response to children who are absent from education, particularly on repeat occasions and/or who go missing from education (CME) for prolonged periods.
 - Balancing data protection with safeguarding: risk assessing and clearly documenting the rationale for information sharing (or not) considering the nature, severity, likelihood, and immediacy of harm.
 - The early help assessment process and be prepared to identify children who may benefit from Family Help² This includes identifying and responding to emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Concerns do not need to meet statutory safeguarding thresholds before action is taken.
 - The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

² Family Help means providing support as soon as a problem emerges at any point in a child's life. Detailed information on Family Help can be found in [Working Together to Safeguard Children](#).

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect, and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), teenage relationship abuse (physical, sexual, emotional abuse, and stalking), child criminal exploitation (CCE) including financial exploitation, indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The risks of serious violence being higher for children with disrupted education (e.g. suspensions) or a history of offending. Children can also be at highest risk around the academy day, for example, immediately after school.
- How to report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL/DDSL.
- Safeguarding issues often overlap and children can be at risk of harm inside and outside of their home, at school and online.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection.

The Designated Safeguarding Lead (DSL)

- The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the academy. This includes online safety, Generative AI risks and understanding our filtering and monitoring processes on academy devices and academy networks to keep students safe online.
- During term time, the DSL will be available during academy hours for staff to discuss any safeguarding concerns. When the DSL is absent, the DDSL will act as cover.
- The DSL must ensure that deputies are trained to the same level as the DSL and able to act independently.
- The Academy will ensure there are robust safeguarding cover arrangements whilst protecting the wellbeing of staff, including a shared reporting system or safeguarding inbox, to ensure no delay in responding to out of academy hours safeguarding concerns.
- The DSL must understand local authority thresholds and know how to initiate and contribute evidence to Family Help assessments.
- The DSL will maintain, review and securely transfer child protection files and ensure timely information sharing with new schools and agencies.
- The DSL should ensure that staff receive regularly updated, appropriate safeguarding and child protection training and updates via email, e-bulletins, and staff meetings, to continue to provide staff with relevant skills and knowledge to safeguard children effectively.
- The DSL will monitor the effectiveness of safeguarding policies and procedures and compliance across the Academy.
- The DSL will support/advise on safeguarding aspects of recruitment.

- The DSL will be given the time, funding, training, resources, and support to:
 - Provide advice and support to other staff on child welfare and child protection matters.
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
 - Provide children with opportunities to raise concerns safely, be heard, understood and taken seriously.
 - Work with the Attendance and Inclusion teams in school, strengthening the link between safeguarding and attendance, absence and children missing education.
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
 - Assess risk and take appropriate action if a staff member reports concerns about a child carrying, using or intending to use a weapon. Where relevant this will include any action needed to de-escalate peer conflict.
 - Recognise and have a good understanding of exploitation, county lines, domestic abuse, mental health, and contextual safeguarding risks outside the home.
 - Maintain a good understanding of Harmful Sexual Behaviour and ensure that staff receive appropriate training to identify, respond to and prevent such behaviours through a whole-school safeguarding approach.
 - Receive statutory notifications from Operation Encompass and local housing authorities with regard to domestic abuse and/or temporary accommodation, and respond appropriately to support children in school.
 - Have a good understanding of the filtering and monitoring systems and processes in place at our academy.
 - Keep the principal informed of any issues.
 - Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
 - Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the Academy's policies.
 - Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
 - Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
 - Ensure staff within the academy are trained appropriately to understand online safety risks, responding and reporting mechanisms and are aware of the online filtering and monitoring standards introduced in 2025 and 2026 Generative AI: product safety standards
 - The full responsibilities of the DSL/DDSs are set out in their job descriptions.

The Academy Governors and Directors

The Governors and Directors will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our Academy's local multi-agency safeguarding arrangements.
- Ensure that all staff, whether they work directly with children or not, read at least Part one of Keeping Children Safe in Education and staff understand and discharge their roles and responsibilities as set out in that document.
- Appoint a senior board level (or equivalent) lead and a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.
- Ensure academies have appropriate cyber security systems in place.
- Ensure clear, effective arrangements are in place for information sharing within academies and with relevant agencies, recognising their critical role in safeguarding children.
- Ensure staff understand data protection laws, including when it is lawful to share or withhold personal data, and that safeguarding needs can justify sharing sensitive information without consent to protect a child.
- Ensure all staff undergo safeguarding and child protection training, including online safety, Generative AI risks and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the Academy has appropriate filtering and monitoring systems in place.
- Ensure reviews are carried out by the SLT member responsible for filtering and monitoring, with the support of the school's DSL and IT support. at least once every academic year. This includes:
 - Checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record kept of these checks.
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support the Academy in meeting these standards.
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
 - Online safety and Generative AI risks are a running and interrelated theme within the whole Academy approach to safeguarding and related policies.
 - The DSL has lead authority for safeguarding, including online safety, Generative AI risks and understanding the filtering and monitoring systems and processes in place.
 - The Academy has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, trainee teachers, volunteers and contractors). Appendix 3 of this policy covers this procedure.
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the academy roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the Academy about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the Academy premises, and that any agreement to use the premises would be terminated if the other body fails to comply.
- This means that:
- All governors must have read Part 1 and 2 of "KCSIE-2026".
- The Safeguarding Governor in each academy will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- All governors and Trustees will receive appropriate safeguarding and child protection training (including online safety and Generative AI risks) at induction.
- The Education Committee (sub-committee of the Trust Board) and Academy governing bodies will review all policies/procedures that relate to safeguarding and child protection annually.
- The Director of Education of FMAT is nominated to be responsible for liaising with Birmingham or Solihull Children's Trust in the event of allegations of abuse being made against the Principal.
- The Nominated governor in each Academy will liaise with the Principal and the DSL to produce a report at least annually for academy governors and ensure the annual authority safeguarding self-assessment is completed and submitted on time. This is also reported to the Education Committee (sub- committee of the Trust Board).
- All governors will read Keeping Children Safe in Education in its entirety. Section 15 of this policy has information on how governors are supported to fulfil their role.

The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff and trainee teachers) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction; and
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the Academy and via the Academy website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

- Overseeing the safe use of technology, mobile phones, and cameras in the setting, including staff use of FMAT/Academy devices only for photographing children on site and on trips/residentials.

5. Contextual Safeguarding

KCSIE writes about the importance of the context in which academy safeguarding must be considered, including behaviours that are associated with factors outside the Academy which can occur between children outside of these environments, i.e. where children are at risk of abuse and exploitation outside of their families.

In all academies in the FMAT our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the Academy safeguarding system and the wider system in which the child operates. This will be evidenced in:

- Informal and formal assessments of need/risk for the child.
- Case discussions in Safeguarding Team Meetings.

Contextual Safeguarding recognises that the different relationships students form in their neighbourhoods, schools, and online environments can involve violence, coercive control, and abuse.

Parents often have limited influence over these contexts. Contextual Safeguarding, therefore, expands the objectives of child protection systems to recognise that students are vulnerable to, and can experience, abuse in various social contexts outside of their home and school. 12

All staff at Erdington Academy must consider the location and culture of the school and assess the risks to which our students may be exposed, both inside and outside the school community. Staff should be vigilant in identifying and mitigating these risks to ensure a safe environment for all students.

External factors that impact safeguarding at Erdington Academy include social and mental health issues, poverty, criminal exploitation and anti-social behaviour. These factors are considered when developing and implementing safeguarding strategies.

Erdington Academy as part of Contextual Safeguarding looks at ways at reducing external safeguarding risks to our students. This outlines strategies to mitigate identified risks within the community and the school surroundings. It also highlights the support provided to students, staff, and parents to address these risks effectively.

It includes access to mental health resources, behavioural interventions, and community support services. The plan is regularly reviewed and updated to ensure it remains effective in addressing the evolving risks and needs of the school community.

Erdington Academy is dedicated to creating a safe and supportive environment for all students. Through the adoption of the Contextual Safeguarding approach, the academy strives to understand and address the complex safeguarding challenges that extend beyond the school and family environments.

In reporting a Safeguarding Concern Erdington Academy uses 'My Concern' as a MIS tool. This can be accessed by any contracted member of teaching and support staff. Training on 'My Concern' is delivered as part of the new staff induction, alongside contextual safeguarding. It is also reiterated during training days across the academic year.

This process is delivered to all staff on INSET days and there are safeguarding posters visible around the academy. Trust and HR staff that are visiting or based at Erdington Academy would follow the same process as canteen/site staff and report safeguarding concerns to a DSL.

There is a comprehensive leaflet in reception for visitors to read, so that they also know how to report concerns should they arise.

Key contacts at Erdington Academy are:

Mr Simon Mallett Principal s.mallett@erdington.fmat.co.uk

Ms. Elizabeth Cross Head of School l.cross@erdington.fmat.co.uk

Mr Jason Halstead DSL: j.halstead@erdington.fmat.co.uk

Mr Jason Halstead designated Teacher for Looked after Children
j.halstead@erdington.fmat.co.uk

Mr Jason Halstead Single Point of Contact for Prevent
j.halstead@erdington.fmat.co.uk

Mrs Gabbi Benain Assistant DSL: g.benain@erdington.fmat.co.uk

Mrs Carolyn Guarini Assistant DSL: c.guarini@erdington.fmat.co.uk

Ms Kirstie O'Neill Assistant DSL: k.oneill@erdington.fmat.co.uk

Miss Kayleigh Harvey Assistant DSL: k.harvey@erdington.fmat.co.uk

Miss Louise Hillier SENDCO. l.hillier@erdington.fmat.co.uk

Mr Manni Hussain. Chair of Governors m.hussain.gov@fmat.co.uk

6. Restrictive Interventions and Safeguarding

Overview

Restrictive interventions, including reasonable force, restraint and seclusion, are recognised as high-risk safeguarding events. All incidents must be managed with the same rigour as other safeguarding concerns. All interventions must respect the child's dignity, rights, and individual needs, and be informed by a trauma-aware approach.

Definitions

- **Restrictive Intervention:** Any act restricting a pupil's movement or liberty.
- **Reasonable Force:** Physical contact to prevent immediate harm, applying no more force than necessary.
- **Restraint:** Physical or non-physical restriction of movement.
- **Seclusion:** Confining a pupil alone in a space where they are not free to leave, permitted only as an immediate safety response. Where seclusion is used as an emergency response, the pupil must be continuously supervised and kept in a safe, suitable environment.
- **Removal/Isolation:** A behaviour management consequence where pupils are supervised elsewhere but can leave.

Prevention and de-escalation

KCSiE places strong emphasis on preventative approaches. Staff must prioritise de-escalation and preventative strategies to reduce the need for restrictive interventions. All relevant staff must receive regular training in safe practice and de-escalation.

Safeguarding Requirements

Restrictive interventions must only be used as a last resort, be proportionate to the risk presented, and in line with lawful use of reasonable force. All restrictive interventions are safeguarding matters because of their potential to:

- Cause physical injury
- Cause emotional or psychological harm
- Indicate unmet needs or lack of appropriate adjustments
- Disproportionately affect pupils with SEND

Prohibited Practices

The Trust bans:

- Techniques restricting breathing or circulation
- Any pressure to neck, thorax, abdomen, mouth or nose
- Prone or supine floor holds
- Pain-inducing techniques
- Seclusion as punishment.

Use of force can trigger safeguarding allegations against staff. Any use of restrictive intervention that results in injury, distress, or concern about staff conduct must be treated as a safeguarding allegation and managed in line with allegations procedures.

Statutory Recording and Reporting

Every significant use of force, restraint or seclusion must be:

- Reported to the DSL immediately
- Recorded formally the same day
- Reported to parents in writing the same day
- Analysed by the DSL and senior leadership team.

Risk assessments must be regularly reviewed and updated following each incident and as new information emerges.

The DSL must track:

- Frequency
- Patterns
- SEND, ethnicity and other disproportionality concerns
- Emerging safeguarding risks.

SEND and Vulnerable Pupils

Restrictive interventions must take full account of pupils' SEND and vulnerabilities. Only staff who are appropriately trained should use restrictive interventions. The DSL, SENDCo and Behaviour Lead will jointly review all incidents involving SEND pupils.

Multi-Agency Working

Where restrictive interventions become frequent, escalate, or indicate unmet needs, the DSL must:

- Initiate Early Help/Family Help, or escalate to Children's Social Care
- Convene multi-agency meetings
- Review behaviour plans, risk assessments, and provision.

Post-Incident Safeguarding Actions

Following any incident:

- The pupil's voice must be captured
- Medical checks offered
- Emotional wellbeing reviewed
- Parents engaged
- Risk assessments updated
- Staff supported as appropriate.

Governance Oversight

Governing bodies and the Trust Board must review:

- Incident data
- Patterns and disproportionality
- Policy compliance
- Training completion.

7. Mental Health

Mental health should be treated as part of whole academy safeguarding, not only as pastoral care. KCSIE requires that all staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of developing an eating disorder, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Academies may choose to appoint a Senior Mental Health Lead (SMHL), though this is not mandatory. They could be the pastoral lead, SENDCo or DSL. SMHLs have responsibility for embedding a whole academy approach to mental health and wellbeing but should be supported by the senior leadership team.

This means that:

- All staff will be alert to signs of mental ill-health.
- Staff should not try to diagnose or treat mental health problems; their role is to:
 - promote good mental wellbeing, preventing the onset of mental illness
 - observe pupils and identify early those who may be experiencing mental health problems or be at risk of developing one
 - ensure early targeted support is provided, and
 - liaise with/refer to specialist services where needed
- It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at the Academy.
- All staff will take immediate action and speak to a DSL and record on MyConcern if they have a mental health concern about a child that is also a safeguarding concern.
- DSLs will use 111 where appropriate or call 999/take a child to A&E if a child is in immediate danger.
- All staff recognise that a mental health issue could be an indicator of neglect or abuse.
- As a Trust we take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:
- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole Academy population, and equipping students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through academy activities and ethos.
- **Identification:** recognising emerging issues as early and accurately as possible, for example:
 - significant changes in behaviour
 - ongoing difficulty sleeping
 - withdrawing from social situations
 - not wanting to do things they usually like, and
 - physical signs of self-harm or neglecting themselves.
- **Early support:** helping students to access evidence based early support and interventions; and

- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Mental Health Support

- [Department for Education Preventing Bullying](#)
- Department for Education (DfE) (2018) Mental health and behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2schools--2>

8. The Designated Teacher for Looked After and Previously Looked After Children

The local governing body in each academy must appoint a Designated Teacher and should work with local authorities to promote the educational achievement of registered students who are looked after or are in kinship care. 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 and Solihull LSCP have 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 and Solihull LSCP will support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker

- Children with a social worker may face barriers to education because of complex circumstances.
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.

Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Each Academy Designated Teacher will:

- Work with the Virtual School to provide the most appropriate support utilising the student 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 looked after children, previously looked after children or those in kinship care.
- Our academies will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.

- DSLs will keep the details of the 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. Safer Recruitment and Selection

- Each Academy within FMAT should follow part 3 of KCSIE and pay full regard to 'Safer Recruitment' requirements including but not limited to:
 - verifying candidates' 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,
 - UK Right to Work and where applicable, overseas police checks
 - determining whether a role constitutes regulated activity with children and ensuring the appropriate level of DBS and barred list checks are completed before an individual undertakes such work. If someone is self-employed, the Academy should either request to see the certificate obtained by the individual or obtain the DBS check, ensuring that the DBS check is at the level required by the school.
 - any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.
 - online safety checks and informing shortlisted candidates that we might conduct an online search (via an online search engine) as part of due diligence checks in the recruitment process.
- Evidence of these checks must be recorded on the Single Central Record.
- All recruitment materials will include reference to the Academy's commitment to safeguarding and promoting the wellbeing of students.
- The Academy will undertake additional statutory guidance safeguarding checks on existing staff or volunteers, where there has been a break in service of 12 weeks or more, or where concerns arise regarding an individual's suitability to work with children.
- All academies in the FMAT have a selection of staff who have been trained in safer recruitment and at least one of these will be involved in all staff recruitment processes and sit on the recruitment panel.
- The staff induction process in each of the academies within the FMAT will cover:
 - The Safeguarding & Child Protection policy.
 - The Behaviour Policy.
 - The Staff Code of Conduct.
 - The safeguarding response to children who go missing from education; and the role of the DSL (including the identity of the DSL and any deputies).
 - Copies of policies and a copy of part one of the KCSIE-2026 document is provided to all FMAT staff at induction.

10. The Academy's Role in the Prevention of Abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of each of the academies in the Trust, which should ensure that students 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 and Generative AI risks will be addressed through all areas of the curriculum including extra familial harm (multiple harms).

All academies will take opportunities to teach safeguarding and ensure that children are taught about how to keep themselves and others safe, including online. Academies will deliver a comprehensive RSHE programme which will tackle, at an age-appropriate stage, issues such as:

- Misogyny and sexism; violence against women and girls (VAWG); harmful online cultures (e.g. "incel" ideology).
- Respectful behaviour, positive masculinity and healthy relationships, boundaries and consent
- Stereotyping, prejudice, and equality
- Mental health and wellbeing including grief, loss and bereavement; loneliness and emotional wellbeing; suicide prevention.
- Body confidence and self-esteem
- Health e.g. vaping risks.
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour- or faith-based abuse such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why they're always unacceptable.
- Modern online risks, including online scams, fraud and financial exploitation; AI-generated content; harmful online influencers and subcultures and understanding privacy, consent, and personal data online.
- Personal Safety covering risk awareness in everyday situations including safety in public spaces.

The programme will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities).

In any primary phase area within FMAT, personal electronic devices capable of taking images (including mobile phones, tablets, digital cameras) may not be used other than in the staff room when children are not present. Academy devices may be used to record learning but the devices, and any images taken of children, cannot be taken off site. **(Does the last sentence refer only to primary phase? Laura has supplied ipads to schools for taking photos – I think this includes trips.)**

This means in all academies within The Fairfax Multi-Academy Trust:

- All staff will be made aware of each individual academy's unauthorised absence and children missing from education (CME) procedures.

- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Behaviour, will be inter-linked to ensure a whole academy approach.
- We also recognise the particular vulnerability of children who have a social worker.

11. What We Will Do When We Are Concerned – “Early Help/Family Help Assessment”

- Universal services and community-based Early Help play a crucial role in identifying emerging problems and providing support at the earliest opportunity. Early Help is not a single service, but a coordinated system of support delivered by local authorities and partner agencies working together to provide the right support at the right time. This may include education and health services, family support services, youth services, family hubs, housing support, after-school provision, voluntary organisations and community groups. Where safeguarding concerns can be managed internally and do not require referral to statutory services, the DSL will oversee the delivery of an appropriate Early Help/Family Help Assessment. Options will then include:
 - managing any support for the child internally via the academy's pastoral support processes, including considering where doing so does not place the child at additional risk, whether the DSL/DDSL should inform parents or carers to further support the child's wellbeing,
 - undertaking a family help assessment, or
 - making a referral to statutory services, for example as the child could be in need, is in need or is suffering, or likely to suffer harm.
- Any child may benefit from early help, but all Academy staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - Is pregnant and/or is a parent themselves
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care
 - as been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from the Academy, and in Alternative Provision or a Pupil Referral Unit
 - is at risk of exploitation, modern slavery, trafficking, including sexual and/or criminal exploitation
 - is at risk of being radicalised into terrorism
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves

- is at risk of honour- or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- Is making or sharing consensual or non-consensual nudes or semi-nudes
- is a privately fostered child.
- The young person's voice must remain paramount within a solution focused practice framework.
- The primary assessment document is [Early Help - Birmingham Safeguarding Children Partnership](#) in Birmingham or [Multi-Agency Referral Form and Community Led Early Help Assessments](#) – in Solihull.
- If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, [seeking advice from Children's Advice and Support Service \(CASS or MASH\) as required](#). For Solihull it is [Seeking Help from Solihull MASH](#)
- An academy-focused Early Help Assessment will be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed.
- The DSL will then oversee the agreed intervention from the Academy as part of the multi-agency safeguarding response and ongoing academy-focused support.

This means that in all academies in the Fairfax Multi-Academy Trust:

- All staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.
- Staff will share information proactively, promptly, and with a child centred focus, even where there is uncertainty about consent, to protect children from harm. Decisions should balance data protection with safeguarding, be clearly documented, and be informed by ongoing risk assessment and effective multiagency collaboration.
- DSLs in each academy will assess, plan, do and review plans.
- Senior leaders in each academy will analyse safeguarding data and practice to inform strategic planning and staff CPD.
- The DSL or another appropriate member of staff in each academy will generally lead on liaising with other agencies and setting up the Early Help/Family Help 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 all Fairfax Multi-Academy Trust Academies although any member of staff can refer a situation to CASS/MASH, it is expected that the majority are passed through the Safeguarding team.

12. Safeguarding Students who are Susceptible to Radicalisation

- All academies 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 susceptible 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 susceptible to future manipulation and exploitation.
- Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Risk reduction

- The Academy governors, Principal and the DSL will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RE curriculum, SEND policy, assembly policy, the use of academy premises by external agencies, integration of students by gender and SEND, anti-bullying policy and other issues specific to the academy's profile, community, and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to our academy.
- 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 Academy will monitor online activity within the academy to ensure that inappropriate sites are not accessed by students or staff.
- The Academy 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). Someone referred to Channel will be required to provide their consent before any support through the programme is provided.

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 susceptible individuals.
 - Safeguard individuals who might be susceptible 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](#). Staff can also access <https://educateagainsthate.com/> to help them identify and address the risks, as well as build resilience to radicalisation.

This means that in each academy within Fairfax Multi-Academy Trust:

- We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Students 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 susceptible 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 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 Trust's safeguarding duty.

- All staff within our Trust will be alert to changes in a young person's behaviour or attitude which could indicate that they need help or protection.
- We will use specialist online monitoring software, to ensure that the internet in each academy is being used safely.
- Our academy will make referrals to Channel if we are concerned that an individual might be susceptible to radicalization.

13. Safeguarding Students Vulnerable to Exploitation, Trafficking, honour- or faith-based abuse.

Whilst all staff should speak to the DSL/DDSL regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police.

Failure to report such cases will result in disciplinary sanctions.

This means that in all academies within FMAT 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: it's a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages).
 - FGM
 - Honour- or faith-based abuse.
 - Trafficking
 - Criminal exploitation and gang affiliation
- All 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

14. Children who go Missing in 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.

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. It is important the academy's response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.
- Work around attendance and CME will be coordinated with safeguarding interventions.
- The Academy must notify the correct Local Authority of any student who has been absent without the academy's permission for a continuous period of 5 days or more after making reasonable enquiries.
- The Academy must also notify the relevant Local Authority of any student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Student Registration) (England) Regulations 2016 amendments.

This means that each academy within Fairfax Multi-Academy Trust will:

- Hold two or more emergency contact numbers for each student where possible.
- Ensure the Attendance Team liaise closely with the DSL in each academy.
- Will adapt attendance monitoring on an individual basis to ensure the safety of each young person at each academy.
- Demonstrate that they have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.
- Work closely with the appropriate local authority CME Team, School Admissions Service, Education Legal Intervention Team (ELIT) and the Elective Home Education (EHE) service. Where academies in the Trust employ an Educational Welfare Officer (EWO) this role will also be used.

15. Child on Child Abuse including Sexual Violence and Harassment and Violence

It is important that academies can recognise that children of any age are capable of abusing their peers, and that this abuse can include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- serious physical assault and harm, or the threat of harm with a weapon,

- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment, online or offline, may include sexual comments, sexualised name-calling, sexual jokes, taunting, unwanted touching, deliberately brushing against others, interfering with clothing, displaying sexualised images, upskirting, unwanted sexual messages, sexualised online bullying, sharing unwanted explicit content, coercion, sexual exploitation and pressuring children to share images or engage in sexual activity online.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi nudes
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Children's sexual behaviour exists on a continuum ranging from developmentally expected and age-appropriate behaviour through to inappropriate, problematic, abusive and violent behaviour. Harmful Sexual Behaviour (HSB) should always be considered within a child protection context and may occur online, face-to-face, or through a combination of both. When assessing Harmful Sexual Behaviour, staff must consider the age, developmental stage, power imbalance and vulnerability of all children involved. Behaviour may be harmful where there is a significant age difference, developmental difference, coercion, manipulation or abuse of power.

Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Children who abuse others have often experienced abuse, trauma or other adverse experiences themselves. Whilst behaviour must be addressed appropriately, these children should also be considered as potentially vulnerable and in need of safeguarding support. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

The Trust's values, ethos and behaviour policies provide the platform for staff and students 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 child-on-child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators. Sexual harassment can violate a child's dignity, make them feel intimidated, degraded or humiliated and can create a hostile, offensive or sexualised environment. Victims of HSB, may experience significant emotional distress and trauma which can adversely affect attendance, engagement, wellbeing and educational attainment.

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. (Staff should be aware that sexual assault covers a wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- **Consent** means agreeing by choice and having the freedom and capacity to make that choice. Consent can be withdrawn at any time. A child under the age of 13 can never consent to sexual activity. The age of consent in England is 16. Sexual activity without consent is unlawful and may constitute a criminal offence.

Where an allegation of sexual harassment or sexual violence is progressing through the criminal justice system, academies should understand the importance of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Relevant information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#).

This means that in all academies within FMAT:

- We adopt a 'whole academy' approach to tackling sexism.
- We will not tolerate instances of child-on-child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children. We will recognise that "child on child abuse" can occur between and across different age ranges.
- Staff should challenge behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.
- A child is likely to disclose to someone they trust, and staff should recognise the significance of being chosen as a confidant and respond with empathy.
- We fully understand that even if there are no reports of child-on-child abuse in our academies it may be happening. As such all our staff and young people are supported to:
 - be alert to child-on-child abuse (including sexual harassment).

- understand how the academy views and responds to child-on-child abuse.
- stay safe and be confident that reports of such abuse will be taken seriously.
- follow both national and local guidance and policies to support any young people subject to child-on-child abuse, including consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes and gang violence.
- follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in academies.
- We will utilise the **Children who pose a Risk to Children School Safety Plan** produced by the relevant local authority
- Refer to Trust 'Child on child Guidance' that can be accessed from central website and local websites also. This guide provides more detail about how young people may be harmful to one another in a number of ways which would be classified as 'child on child abuse'. The guide details the many forms of child-on-child abuse and includes a planned and supportive response to the issues. It also explains how victims and perpetrators will be dealt with.
- Academies will recognize the fact that a child or a young person being LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- In assessing and responding to harmful sexualised behaviour each academy's DSL will follow the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People-A Whole School Approach- 2021 to enable provision of effective support to any young person affected by this type of abuse.

16. Criminal Exploitation, Serious Violence and Gang Affiliation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. CSE and CCE can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery. Victims are not always recognised as such and can be criminalised for actions they take whilst under coercion.

Staff should be aware that children involved in, or at risk from, criminal exploitation, gang affiliation, county lines activity or serious violence may present with a range of indicators. These can include increased absence from school, a decline in educational attainment, changes in behaviour, new associations with older individuals or groups, signs of self-harm, changes in emotional wellbeing, unexplained injuries, or the receipt of unexplained gifts, money, clothing or possessions.

The risk of involvement in [serious violence](#) may be increased for children who have experienced abuse or neglect, have been suspended or excluded from education, are attending alternative provision, have a history of offending behaviour, substance misuse, or have previously been victims or perpetrators of violence.

Staff should recognise that violence and exploitation often occur beyond the school gates and may be linked to local criminal networks, gangs or [county lines activity](#). Particular vigilance should be exercised during travel to and from school, as these periods can present an increased risk for vulnerable children. Follow the links for [practical guidance](#) and an accompanying [self-assessment tool](#) to help introduce evidenced practice for preventing children becoming involved in violence.

Where concerns are identified, staff must report them immediately to the DSL/DDSL. The Academy will work in partnership with parents/carers, police, children's social care, Violence Reduction Units (where applicable), and other safeguarding partners to identify risk, provide early intervention, and protect children from criminal exploitation, gang involvement and serious violence.

This means that in all academies within FMAT staff will:

- Notice and listen to young people showing signs of being drawn in to anti-social or criminal behaviour,
- Use a risk assessment screening tool to support referrals to the appropriate Children's Services for any children 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 each academy.

PART TWO: KEY PROCEDURES

17. Involving Parents/Carers

Parents/carers will be informed about our Safeguarding & Child Protection Policy through the Academy Website.

Responding to concerns about a child

- In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other academies 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 Academy will contact another academy or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Responding to concerns about a child (Birmingham)

Concern about a Child:
 Speak to **designated Safeguarding Lead (DSL)** if urgent
Always record on My Concern, and/or speak to one of the DSL's face to face



DSLs review concerns and decide on next steps referring to the right help right time (RHRT).
 Consider discussing concerns with parent/carers and seek consent appropriate



At any point consider seeking advice:

Children's advice support service (CASS) 0121303 1888, c
 case of an emergency, phone the police on 999.



Universal / Uni
 Continue with early
 process using the EHA
 appropriate



Universal+/Additional
 Continue with the early help p
 using the EHA as appropriate
 Strategy consider request for s
 from Think Family (TF) Service.



Complex and Significant
 Request for support submit
 "CASS" for multi-agency disc

Responding to concerns about a child (Solihull Threshold Guidance)



[Thresholds Guidance – Solihull thresholds decision framework](#)

18. Multi-Agency Work

We work in partnership with other agencies to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them.

All academies within FMAT will, where necessary, liaise with these agencies to implement or contribute to an Early Help/Family Help Assessment and make requests for support from Birmingham or Solihull Safeguarding Partnership. For Birmingham these requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888, or for Solihull to the Multi-Agency Support Hub team (MASH) – 0121 788 4300. Where the young person 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.

When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding academy-held data and intelligence to the discussion so that the best interests of the young person are met.

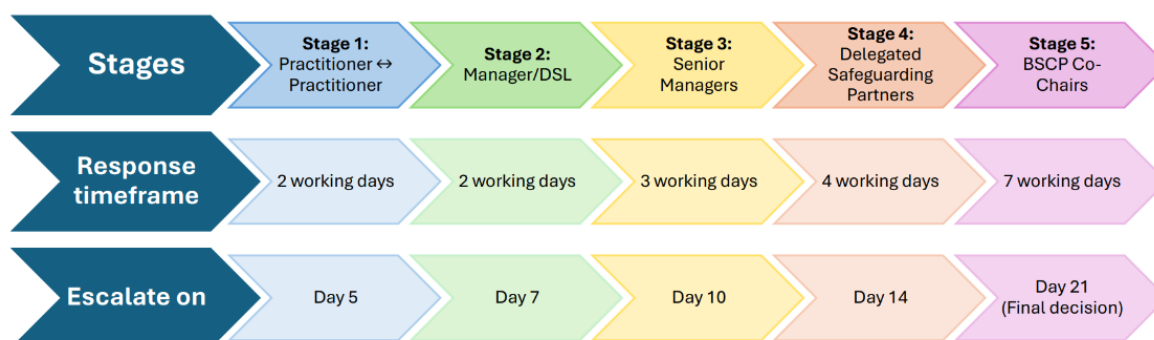
We will co-operate with any child protection enquiries conducted by Birmingham Children's Trust or Solihull Local Safeguarding Partnership: the Academy will ensure representation at appropriate inter-agency meetings.

We will provide reports as required for these meetings. If the Academy is unable to attend, a written report will be sent and shared with Birmingham Children's Trust or Solihull Local Safeguarding Partnership at least 24 hours prior to the meeting.

Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the Academy will contribute to the preparation, implementation, and review of the plan as appropriate.

If DSLs have a concern in relation to the above, they can follow the [Birmingham escalation protocol](#)

Escalation Protocol – Timeline Overview



19. Our Role in Supporting Children

All staff within FMAT will offer appropriate support to individual students who have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation.

Staff should be alert to the needs of Young Carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

A Family Plan will be devised, implemented and reviewed regularly for children in need of additional support. 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.

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 academy community through a multi-agency risk assessment. Within our academy we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure that all academies within FMAT works in partnership with parents/ carers and other agencies as appropriate.

20. Responding to an Allegation About a Member of Staff

See also Birmingham and Solihull Safeguarding Children Partnership procedures on [allegations against staff and volunteers](#).

This procedure must be used in any case in which it is alleged that a member of staff, Trustee, visiting professional, volunteer or anyone working in the academy has:

- Behaved in a way that has harmed a young person or may have harmed a young person.
- Possibly committed a criminal offence against or related to a young person; or
- Behaved in a way that indicates s/he may not be suitable to work with young people.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in **an** academy to abuse students. In all academies in FMAT we also recognise that concerns may be apparent before an allegation is made.



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

Allegations or concerns about academy staff, colleagues, and visitors must be reported directly to the Principal who will liaise with either the Birmingham or Solihull Designated Officer (LADO) Team who will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the Principal or appointed leader.

Where allegations relate to supply staff, agency workers or trainee teachers, the Academy retains responsibility for gathering relevant facts, undertaking the safeguarding investigation process and working closely with the LADO. Where appropriate, representatives from the relevant employment agency, business or teacher training provider may be invited to safeguarding and allegations management meetings and will be kept informed of progress, outcomes and actions required, and normally take the lead on employment or disciplinary matters.

The Academy will not cease to use a supply teacher, agency worker or trainee solely because safeguarding concerns have been raised. Any decision regarding deployment, suspension or alternative duties will be made following consultation with the LADO and relevant employer, agency or training provider.

Where an academy or the Trust Lettings Lead receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

If the concern relates to a Principal or a member of the School Improvement Team, it must be reported immediately to the Director of Education (or in the absence of the DoE, the CEO) via email: m.jobling@fmat.co.uk, who will liaise with the Designated Officer Team in Birmingham Children's Trust or Solihull Local Safeguarding Partnership and they will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

If the concern relates to a member of the Central Operations Team, it must be reported immediately to the Chief Operating Officer (or in the absence of the COO, the CEO) via email: j.fitzgerald@fmat.co.uk, who will liaise with the Designated Officer Team in Birmingham Children's Trust or Solihull Local Safeguarding Partnership and they will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

If the Concern relates to the Director of Education, Chief Operating Officer or a member of the Executive Team it must be reported immediately to the CEO via email: m.dolphin@fmat.co.uk, who will liaise with the Designated Officer Team in Birmingham Children's Trust or Solihull Local Safeguarding Partnership and they will decide on any

action required. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

Where the allegation is against the CEO, an Academy Associate or a member of the Trust Board, The Chair of the Trust Board must be informed via email: r.sullivan@fmat.co.uk (or phone 0121 788 4100 ext.4215). Where the allegation is against the Chair of the Trust Board, the Vice Chair of the Trust Board must be informed via email: r.sullivan@fmat.co.uk (or phone 0121 788 4100 ext.4215). In these cases, the concern should be raised with the Birmingham Children's Trust LADO team Or Solihull Local Safeguarding Partnership LADO team, who will decide on any action required.

Concerns which do not meet the harm threshold, or 'low-level' concerns, should be referred to the Principal and should be addressed through the academy's own internal procedures. All low-level concerns will be recorded by the Principal using the CONFIDE system. Low-level concerns relating to the Central Team will be recorded by either the CEO, the Director of Education or the COO depending on the line-management structure.

Potential patterns of concerning, inappropriate, or problematic behaviour should be identified. Where a pattern of such behaviour is identified, the Principal should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

Low level concerns which are shared about trainee teachers, supply staff and contractors should be notified to their employers/teacher training providers so that any patterns of inappropriate behaviour can be identified. Employment agencies, businesses and teacher training providers will be expected to co-operate fully with LADO enquiries, police investigations, children's social care processes and Academy investigations. Relevant information held by the employer, agency or training provider should be shared appropriately to support safeguarding decision-making.

The Academy recognises its legal duty to refer cases to the Disclosure and Barring Service (DBS) where an individual has been removed from regulated activity, or would have been removed had they not left their role, because they have harmed, posed a risk of harm to, or otherwise met the statutory criteria for referral. This duty applies to both paid staff and volunteers. Referrals will be made as soon as possible and will include all relevant information available to support the DBS decision-making process.

A referral to the DBS may still be required where an individual resigns, retires, transfers to another role, ceases volunteering or otherwise leaves employment before safeguarding or disciplinary processes have concluded.

21. Students with special educational needs, disabilities or health issues

Professional curiosity and not relying on presentation alone to spot signs of hidden harm is crucial to safeguarding our more vulnerable students³. We recognise that students with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Under-identification of abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse, or exploitation, such as behaviour, mood and injury relate to the child's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Some pupils may struggle to distinguish fact from fiction online and may repeat behaviours/content.

We offer extra pastoral support for these students which is bespoke to each Academy as outlined in their local policy.

Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the SENCO.

When an academy within The Trust is considering excluding, either for a fixed term or permanently, a vulnerable student or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a 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 governing body.

Having a medical condition does not in itself indicate a higher safeguarding risk for a child, despite rare serious incidents occurring in academy settings. However, following any clinical incident, healthcare professionals and the DSL must consider whether safeguarding concerns are triggered and take appropriate action based on the circumstances.

22. Children in Specific Circumstances – Private Fostering

Many adults find themselves looking after someone else's child. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust or Solihull Local Safeguarding Partnership) for the care of a child under the age of 16 (under 18, if disabled).

³ This link to the NSPCC website gives more information on why SEND students are often vulnerable, including how they can be disproportionately affected by abuse without showing any signs. [NSPCC](#)

Private fostering involves providing a child with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. 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 stepparent.

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

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

There is a mandatory duty on the academy to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888) or by contacting Solihull MASH team on (0121 788 4300). They then have a duty to check that the young person is being properly cared for and that the arrangement is suitable and safe.

Comprehensive guidance on private fostering can be found here: [Private fostering: local authorities.](#)

23. Links to the Additional Information About Safeguarding Issues and Forms of Abuse

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

Guidance on children in specific circumstances found in Annex A of KCSIE, 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 Children who abuse others West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds Child arrangements information tool	MoJ advice
Cybercrime	Cyber Choices NPCC - when to call the police National Cyber Security Centre	National guidance
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardo's partnership with Her Majesty's Prison and Probation Service (HMPPS)

Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASEchoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASEchool.html http://westmidlands.procedures.org.uk/pkpzo/regionalsafeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regionalsafeguarding-guidance/domestic-violence-and-abuse Operation Encompass Online National Key Adult Training: Operation Encompass NSPCC - UK domestic abuse signs, symptoms and effects Refuge - what is domestic violence Safe Young Lives Domestic abuse: specialist sources of support Controlling or coercive behaviour	West Midlands Safeguarding Children Procedures National guidance NSPCC Refuge Safe Young Lives Government Home Office
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regionalsafeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regionalsafeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (https://www.birmingham.gov.uk/downloads/file/11540/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018) Modern slavery statutory guidance Modern slavery training: resource page Modern slavery: how to identify and support victims Child sexual exploitation guide for practitioners Child exploitation disruption toolkit	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT Government

	County Lines Toolkit for Professionals	
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine-in-schools-feb-2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/online-safeguarding-flow-chart-feb-2017 http://policeandschools.org.uk/onewebmedia/Search.aspx?Search=Screening&Confiscation%20Jan%202018 Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group Teaching online safety in school Plan technology for your school - GOV.UK Filtering and monitoring standards for schools and colleges Childnet.com parent-and-carer-toolkit https://www.lucyfaithfull.org.uk/ https://www.ceopeducation.co.uk/ https://www.mariecollinsfoundation.org.uk/ Financially motivated sexual extortion (FMSE) A Safeguarding First Approach to adopting Gen-Ed in schools	BCC Education Safeguarding Birmingham Police and Schools Panels DfE DfE DfE DfE Childnet Lucy Faithfull CEOP Marie Collins CEOP LGfL
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/region/safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism Managing-risk-of-radicalisation-in-your-education-sett https://www.gov.uk/guidance/making-a-referral-to-prevent http://www.elearning.prevent.homeoffice.gov.uk/ https://www.elearning.prevent.homeoffice.gov.uk/prereferences https://educateagainsthate.com/ https://prevent.lgfl.net/	West Midlands Safeguarding Children Procedures Government
Violence	http://westmidlands.procedures.org.uk/pkplh/region/safeguarding-guidance/sexually-active-childrenand-young-people-including-under-age-sexualactivity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/95061/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/region/safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls Tackling-violence-against-women-and-girls-strategy https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence Serious-violence-strategy	West Midlands Safeguarding -based violence West Midlands Safeguarding Children Group Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels Home Office Home Office Home Office

24. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our academies aim to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors.
- Protect and educate the whole academy community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole academy community.
- Have a Behaviour Policy aligned with the school's legal duties and standards relating to the welfare of children. If schools have a Bring Your Own Device (BYOD) scheme to facilitate the use of laptops or tablets for learning, such devices should be used in accordance with the school's BYOD policy and Information and Communications Technology (ICT) acceptable use policy. BYOD policies should not include mobile phones.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

For the purposes of this policy, "making or sharing nudes and semi-nudes" refers to the creation, sending, posting or sharing of nude or semi-nude images, videos or livestreams by children under the age of 18. Images may be created by the child themselves (sometimes referred to as self-generated imagery), taken by another person, digitally altered, or wholly generated using artificial intelligence technologies, including so-called "deepfakes" or "deep nudes". All incidents involving the making, sharing or distribution of nude or semi-nude imagery will be treated as safeguarding concerns and responded to in line with national guidance and local safeguarding procedures.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, extreme sexual or physical violence, racism, misogyny/misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact – being subjected to harmful online interaction with other users or generative AI applications that simulate this, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, for example, online bullying or making, sending and receiving explicit images including consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images; and

- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Cybercrime

The Academy recognises that cybercrime presents an increasing safeguarding risk for some children and young people. Cybercrime may include unauthorised access to computer systems ("hacking"), denial of service (DoS/DDoS) attacks, and the creation, possession or use of malicious software such as viruses, ransomware or spyware. Some children, particularly those with advanced computing skills or a strong interest in technology, may be vulnerable to becoming involved in cyber-dependent criminal activity, either intentionally or without fully understanding the legal implications of their actions. Where concerns are identified, the DSL/DDSL will consider appropriate safeguarding interventions and, where appropriate, referral to specialist support programmes such as Cyber Choices. Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#).

To meet our aims and address the risks above, we will:

- Educate students about online safety and Generative AI risks as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety and Generative AI risks via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety and Generative AI risks.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to academies for their own use but will limit such use to non-contact time when students are not present.
 - Staff will not take pictures or recordings of students on their personal phones or cameras.
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in academies, use of the academy's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure

- to the 4 key categories of risk (described above) from the academy's IT systems.
- Carry out an annual review of our approach to online safety and Generative AI risks, supported by an annual risk assessment that considers and reflects the risks faced by our academy community.
- Provide regular safeguarding and children protection updates including online safety and Generative AI risks to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.
- Ensure that all staff are aware of and follow the DfE guidance on the use of generative AI in education as detailed at [Generative artificial intelligence \(AI\) in education guidance](#)

This section summarises our approach to online safety, Generative AI risks and mobile phone use. For full details about our academy's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website.

25. Children who are questioning their gender

In recent years, there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

It is not for our academies to initiate any action in this area; but respond to circumstances where a child or their parent has raised a request relating to social transition. This means taking a cautious approach to supporting pupils who are questioning their gender, ensuring staff do not initiate or make changes relating to social transition (e.g. name, pronouns) without consultation with senior staff, ensuring all decisions balance safeguarding, parental rights, and equality/human rights law, with clear recorded rationale.

Academies should involve parents or carers as a priority where a child requests support recognising their central role in safeguarding and promoting the child's wellbeing, and should work collaboratively with families, for example by facilitating meetings, offering a trusted staff member to support conversations, or helping parents understand how best to support their child at home. However, parents must not be contacted where there is reason to believe this could place the child at risk of harm; for example, where there are concerns about potential physical abuse, emotional abuse, or neglect, linked to the child's identity, or where the child expresses a credible fear of negative consequences, and in such cases the DSL must be consulted before any action is taken. Decisions made by the Safeguarding and Senior Leadership Teams will be because of the young person's mental health and wellbeing and any risk of harm (including peer, family, or online risk). Additionally, if a child shares their feelings but does not request any change in how they are treated, their confidence should normally be respected unless a safeguarding concern arises.

Each request should be considered on a case-by-case basis, with the Academy carefully balancing the impact of agreeing or refusing the request and determining what is in the best interests of the child and other children. Any request must be carefully assessed, with input from appropriate professionals (including the DSL), based on the best interests of the child and others, documented thoroughly, and informed by relevant legal duties, safeguarding considerations, and (where appropriate) clinical advice. Staff should take a child-centred approach to supporting pupils, recognising potential vulnerabilities such as mental health or social pressures, while ensuring responses remain flexible and avoid reinforcing gender stereotypes.

In line with the responsibilities of academies to adhere to the highest standards of safeguarding for children, alongside obligations under the School Premises (England) Regulations 2012, schools must not allow pupils into toilets, changing rooms, or residential accommodation designated for the opposite sex, or to undress in front of a child of the opposite biological sex, with no exceptions. When discussing a request to support any degree of social transition with children, staff should take the time to sensitively explain this

If a child does not want to use the toilet or changing rooms designated for their biological sex, academies should consider whether they can provide an alternative toilet or changing/washing facility, for example self-contained individual toilets or a single-occupancy room, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of other children.

Some sports are typically taught and played in single sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that academies can separate children according to their biological sex in these circumstances without discriminating unlawfully against them based on their sex.

Where academies have implemented single-sex sports as being necessary for safety reasons, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex. However, where there are no safety concerns and a child makes a request relating to how they participate, the Academy will need to consider "requests for support with social transition". This means that the Academy would need to consider all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

Academies must ensure that decisions relating to support for pupils who are gender-questioning are kept under regular review, particularly where circumstances or safeguarding concerns change, with the DSL involved immediately and parents appropriately engaged. They must also ensure accurate recording and appropriate

sharing of a child's biological sex with relevant staff and remain especially vigilant to the heightened vulnerabilities of pupils who may be "living in stealth," (that is, school friends/staff may be unaware of their biological sex) ensuring safeguarding risks are actively identified and managed.

26. Work Experience

Academies organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.

Children's barred list checks via the DBS might be required for individuals who supervise a child under the age of 16 on a work experience placement. The relevant considerations when deciding if a DBS check would be appropriate are whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves, and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is both unsupervised and the same person is in frequent contact with the child, this is likely to be regulated activity. In this instance, the Academy could ask the placement provider to ensure that the person providing the instruction or training is not a barred person.

Academies cannot request that a work experience provider obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience. Activity undertaken by a person aged 16 plus on work experience which takes place in a 'specified place, such as a school or sixth form college, and gives the opportunity for contact with children, may itself be regulated activity relating to children. In these cases, the work experience provider e.g. school, should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16

PART THREE: QUALITY ASSURANCE

27. Learning from Cases and Continuous Improvement

As a Trust we are committed to quality assuring our work. Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

This Quality Assurance Framework is aimed at:

- Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data Academies generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance.

In reviewing the safeguarding data governors and directors should be given reports detailing the number of early help interventions in academies and multi-agency early help/Family Help interventions, the number of requests for support being made and the number being accepted.

Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews

We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.

We will collaborate with Birmingham Safeguarding Children Partnership and Solihull Children's Services to share information.

This means that in our Academies:

- We will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.
- We will contribute quality data to inform multi-agency audits and practice reviews.
- We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

1. How much did we do? (Numbers)
2. How well did we do it? (Whole Academy; File and themed audits, partner agency, pupil/parent feedback)
3. Are there opportunities to learn and improve? (Could Do Better Still;) reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)
4. Is anyone better off? (Impact)

This means that in our Academies:

- Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.
- Where a case is relevant to our academy, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.

Appendix 1 Definitions and Indicators of Abuse

Abuse

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

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 caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. 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 academy attendance or often late for academy.
- 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 academy.
- The child is left at home alone or with inappropriate carers.

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.

Sexual abuse

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

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.

Sexual Exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to 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).

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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.

Domestic Abuse

Domestic abuse is a form of abuse that can include physical, emotional, psychological, sexual, economic, coercive or controlling behaviour between individuals aged 16 and over who are personally connected, including current or former partners and family members.

Children are recognised as victims in their own right where they see, hear or experience the effects of domestic abuse. Domestic abuse can occur inside or outside the home and can have a significant and long-lasting impact on a child's emotional wellbeing, behaviour, safety and educational outcomes.

Young people can also experience domestic abuse within their own intimate relationships. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Responses from Parents/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.

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 student 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 or Solihull Children's Trust without delay, by the Principal, 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 young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Principal.

Appendix 3 Allegations About a Member of Staff, a Member of FMAT Governance or a 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 students, 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, a member of FMAT Governance, a visitor or a volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students. However, they should ensure that all investigations including for trainee teachers and supply staff are completed appropriately.

3. The Principal 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 Principal will notify Birmingham or Solihull Children's Trust Designated Officer (LADO). The LADO Team will liaise with the Chair of the Trust Board and advise about action to be taken and may initiate internal referrals within Birmingham or Solihull Children's Trust to address the needs of children likely to have been affected. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

- 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 student. These should be addressed through the academy's own internal procedures.
 - If the Principal 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 Principal, then the Director of Education 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. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.
- 5.** Where the allegation is against the Director of Education, the referral should be made to the LADO Team directly by the CEO. Where the allegation is against the CEO this will be actioned by the Chair of Trustees. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

Appendix 4 Indicators of Vulnerability to Radicalisation

1. Radicalisation is defined in KCSIE 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 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. Students 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 academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity crisis - the student/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis - the student/student 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/student'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/student 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 - students/students 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.

Appendix 5 Preventing Violent Extremism – Roles and Responsibilities

Roles and responsibilities of the Single Point of Contact (SPOC)

Each academy within FMAT has a SPOC. This is usually the lead DSL within each academy:

- Ensuring that staff of the academy are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students 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 in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the Trusts 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 academy about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the academy for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students into the Channel process.
- Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police.
- Attending Channel meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel coordinator; and sharing any relevant additional information in a timely manner.
- The DSL should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Appendix 6: Academy Visitors and Volunteers

Regulated activity

The Academy will assess whether visitors, volunteers, contractors or other adults are undertaking regulated activity with children. Regulated activity includes teaching, training, instructing, caring for or supervising children, providing advice or guidance relating to a child's physical, emotional or educational wellbeing, driving a vehicle solely for children, or providing personal care or healthcare. Some activities are regulated regardless of frequency, including personal care, healthcare and overnight supervision. Appropriate safeguarding checks, including DBS and barred list checks where required, will be undertaken in accordance with statutory guidance.

Visitors

Academies receive a range of visitors, which may include professionals, as well as educational visitors like guest speakers or performers. They may also host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days. Academies will maintain clear arrangements for all visitors to the site. This will include verifying identity

where appropriate, assessing whether safeguarding checks are required, determining the level of supervision necessary and considering the suitability and educational value of any external organisations, speakers or activities provided to students.

DBS checks, barred list checks or existing DBS certificates, should not be requested for visitors such as children's relatives or other visitors attending a sports day. Principals should use their professional judgement about the need to escort or otherwise appropriately manage such visitors while on site.

Visitors attending in a professional capacity, such as educational psychologists, social workers, health professionals, contractors or external providers, must provide appropriate identification. The Academy will seek assurance from the visitor's employer that the appropriate safeguarding and DBS checks have been completed where required, but Academy staff should not ask to see the DBS certificate in these circumstances.

External organisations and speakers can help academies enrich children's education, however, careful consideration should be given to the suitability of these organisations, including carrying out an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

Volunteers

From 1 September 2026, supervision no longer affects whether a role is in regulated activity. Any volunteer who teaches, trains, instructs, cares for or supervises children frequently, or meets the period condition, will be in regulated activity. Under no circumstances will volunteers for whom appropriate checks have not been completed be left unsupervised with children or permitted to undertake regulated activity. Academies should undertake, and record, a written risk assessment when a volunteer is working in a non-regulated capacity. This should consider:

- the nature of the work with children
- the level of contact with children
- what the academy knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability, and
- whether the role is eligible for a DBS check, and if it is, the level of the check, for volunteer roles that are not in regulated activity.

Academies should obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children, i.e. it is carried out frequently, or if it meets the period condition. The period condition means:

- on more than 3 days in a 30-day period
- helping on an overnight school trip.
- Parents or carers who help on a less frequent basis will not need to get an enhanced DBS check with children's barred list information. For example, parents helping:

- at an occasional parent teacher association (PTA) event or
- on an academy day-trip (not overnight)

They can get an enhanced or basic DBS check without children's barred list information, if requested by the academy.

Where a person volunteers in multiple settings, each instance of teaching, training, instructing, caring for, or supervising, a child counts towards the 'on more than 3 days in a 30-day period' period condition. If they volunteer for 4 days a month, even if each of the 4 days in that month is in a different academy, then they are in regulated activity.

Volunteers do not have to be re-checked if they have already had a DBS check, however, the DfE emphasises ensuring the correct level of checks are carried out for a volunteer's current role due to the law change. If the Academy has any concerns, they should consider obtaining a new DBS check at the level appropriate to the volunteering role.

If a person is barred from working with children and currently volunteers in a role previously relying on the supervision exemption, they will not be able to continue working in regulated activity because they pose a risk of harm to children. Any barred person volunteering in a role affected by this change must inform the Academy and immediately cease engaging in regulated activity