Castle Bromwich Junior School

Where together we can learn, work and succeed.

SAFEGUARDING AND CHILD ROTECTION POLICY

Approved by trustees – Full Trust Board 07/07/2026

Date – September 2025

Reviewed by – Mrs J Whitehouse

Review date – July 2027

Safeguarding and Child Protection Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

The policy will be received and monitored by the school Local Advisory Board.

Date of last update	**19 September 25**
Date approved by Prosper Together Full Trust Board	**24 September 25**
Date school details reviewed	**03/10/2025**
Date of next full review	**July 27**

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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1 Child-focused approach to safeguarding

1.1 Introduction

Prosper Together Multi Academy Trust recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Prosper Together Multi Academy Trust believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Staff working with children at the school will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

The school recognises the importance of providing an ethos and environment within the school that will help children to be safe and to feel safe, including online. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

We acknowledge that a child may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We understand that this may happen for a range of reasons but would never let it prevent us from raising concerns with the DSL. We are committed to building trusted relationships with children and young people which facilitate communication.

Our core safeguarding principles are:

- **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support:** for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- **Working with parents and other agencies:** to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within Keeping Children Safe in Education (KCSiE) 2025.

1.2 Policy context

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping children safe in education' 2025 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:

- Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (particularly as regards to diversity inclusion, prejudicial and discriminatory bullying and sexual violence & harassment).
- Domestic Abuse Act 2021, Section 3
- Keeping Children Safe in Education 2025 (KCSIE)
- Working Together to Safeguard Children 2023 (WTSC)
- Ofsted: Education Inspection Framework 2024 (New inspection framework – in effect from 1st November 2025)
- Children's Wellbeing and Schools Bill (currently at the House of Lords committee stage Aug 2025)
- Solihull MBC Safeguarding Children Procedures
- Early Years and Foundation Stage Framework 2024 (EYFS)
- Digital and technology standards for schools and colleges (updated 2025)
- The Education Act 2002
- Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- Sections 157 and 175 of the Education Act 2002 require school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The duties for all academies to safeguard and promote the welfare of pupils at the school is set down in Part 3 of the schedule to the Education (Independent School Standards) Regulations 2019.

Prosper Together Multi Academy Trust's policy reflects these duties and complies with our Trust funding agreement and articles of association.

As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some

cases increased welfare and safeguarding risks. The school will continue to work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3 Definition of safeguarding

In line with KCSIE 2025, safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse, neglect and exploitation
- Bullying, including cyberbullying
- Child abduction and community safety incidents
- Children with family members in prison
- Children missing education (CME)
- Children who are absent from education
- Child-on-child abuse
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Cybercrime
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health

- Modern slavery
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
- Online safety including responding to harmful online challenges
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment between children
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting

(Also see Part One and Annex B within ‘Keeping children safe in education’ 2025)

1.4 Related safeguarding policies

This policy is one of a series in the school’s integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below.

Please see Appendix 3 for more information about our safeguarding suite of policies, procedures and where copies are held.

- School behaviour policy including use of reasonable force/physical restraint (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Staff Code of Conduct which includes amongst other things, low- level concerns, allegations against staff and whistleblowing, acceptable internet/social use
- Searching, screening and confiscation
- Online safety (which includes appropriate filtering and monitoring on school devices and school networks)
- Data protection and information sharing
- Relationship and Sex Education (RSE)
- Personal and intimate care
- Health and safety, including local arrangements for the school
- Attendance and the school’s response to children who are absent
- Risk assessments (e.g., school trips, use of technology)

- First aid and accidents
- Safer recruitment

1.5 Policy compliance, monitoring and review

Prosper Together Multi Academy Trust and the school will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2025. This can be found on CPOMS and a paper copy is available on the safeguarding notice board located in the staff room.

Parents/carers can obtain a copy of the school's Child protection policy and other related policies on request. Additionally, our policies can be viewed via the school website: https://www.cbjs.co.uk/_resources/80fefc26-736f-4520-88be-daa6e115c1fa

The policy forms part of our school development plan and will be reviewed annually by the Local Advisory Board who has delegated responsibility for oversight of safeguarding and child protection systems in the school.

The designated safeguarding lead and headteacher will ensure regular reporting on safeguarding activity and systems to the Local Advisory Board. The Local Advisory Board will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

The Trust Safeguarding Lead and Chief Executive Officer will ensure regular reporting to the Education Standards and Outcomes committee and the Trust Board.

2 Key responsibilities

2.1 Governance and leadership

The Local Advisory Board and leadership team have a delegated strategic responsibility for our school safeguarding arrangements and will comply with their duties under legislation.

The Local Advisory Board have regard to the KCSIE 2025 guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.

The school has a nominated governor (or equivalent) for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures

are in place and being followed, and that the policies are reviewed at least annually and when required.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Training is updated regularly.

The Local Advisory Board and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The Local Advisory Board has reviewed the Department for Education filtering and monitoring standards and has met them in partnership with the designated safeguarding lead, IT staff and service providers.

The Headteacher will ensure that our child protection and safeguarding policies and procedures approved by the Trust Board and adopted by the Local Advisory Board, are understood, and followed by all staff.

2.2 Designated safeguarding lead (DSL)

The school has appointed Tristi Timms Head Teacher, a member of the senior leadership team as the designated safeguarding lead (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in the school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school has also appointed deputy DSL/s who will have delegated responsibilities and act in the DSLs absence.

- Andrew May Deputy Head teacher
- Hannah Ancill Child and Family Support Worker

It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2025. This includes but is not limited to:

- Taking lead responsibility for safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place)
- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action for individual children

-
- When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)

  Liaising with other agencies and professionals in line with KCSIE 2025 and WTSC 2023.
- Liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the **Statutory guidance - PACE Code C 2019**.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the **West Midlands Safeguarding and Child Protection Procedures** including referrals, are followed, as necessary.
- Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (school hours) for staff in the school to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2025.
- Informing the headteacher/principal of any significant safeguarding issues.

The designated safeguarding lead will refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. 'NSPCC - When to call the police' should help understand when to consider calling the police and what to expect when working with the police.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard

as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.3 Members of staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school safeguarding policies and systems including child protection policy (which includes the policy and procedures to deal with child-on-child abuse), behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying), staff code of conduct (which includes low-level concerns, allegations against staff and whistleblowing) and our safeguarding response to children who are absent from education, particularly on repeat occasions and /or prolonged periods.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Maintain professional curiosity even where children may not feel ready or know how to tell someone they are being abused.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.4 Children and young people

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.

-
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school safeguarding policies.

  Receive support from a trusted adult who recognises the additional barriers that some young people may face, for example those who identify as lesbian, gay, bisexual, or who may be questioning their gender.
- Learn how to keep themselves safe, including online.

2.5 Parents and carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from the school or other agencies.

3 Child protection procedures

3.1 Recognising indicators of abuse, neglect and exploitation

All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working together to safeguard children 2023 and Keeping children safe in education 2025. These are outlined locally within the **West Midlands Regional Child Protection Procedures.**

The school recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

For further information see Appendix 1.

The school recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a

child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

The school recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

Parental behaviours can indicate child abuse or neglect, so staff will be alert to parentchild interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

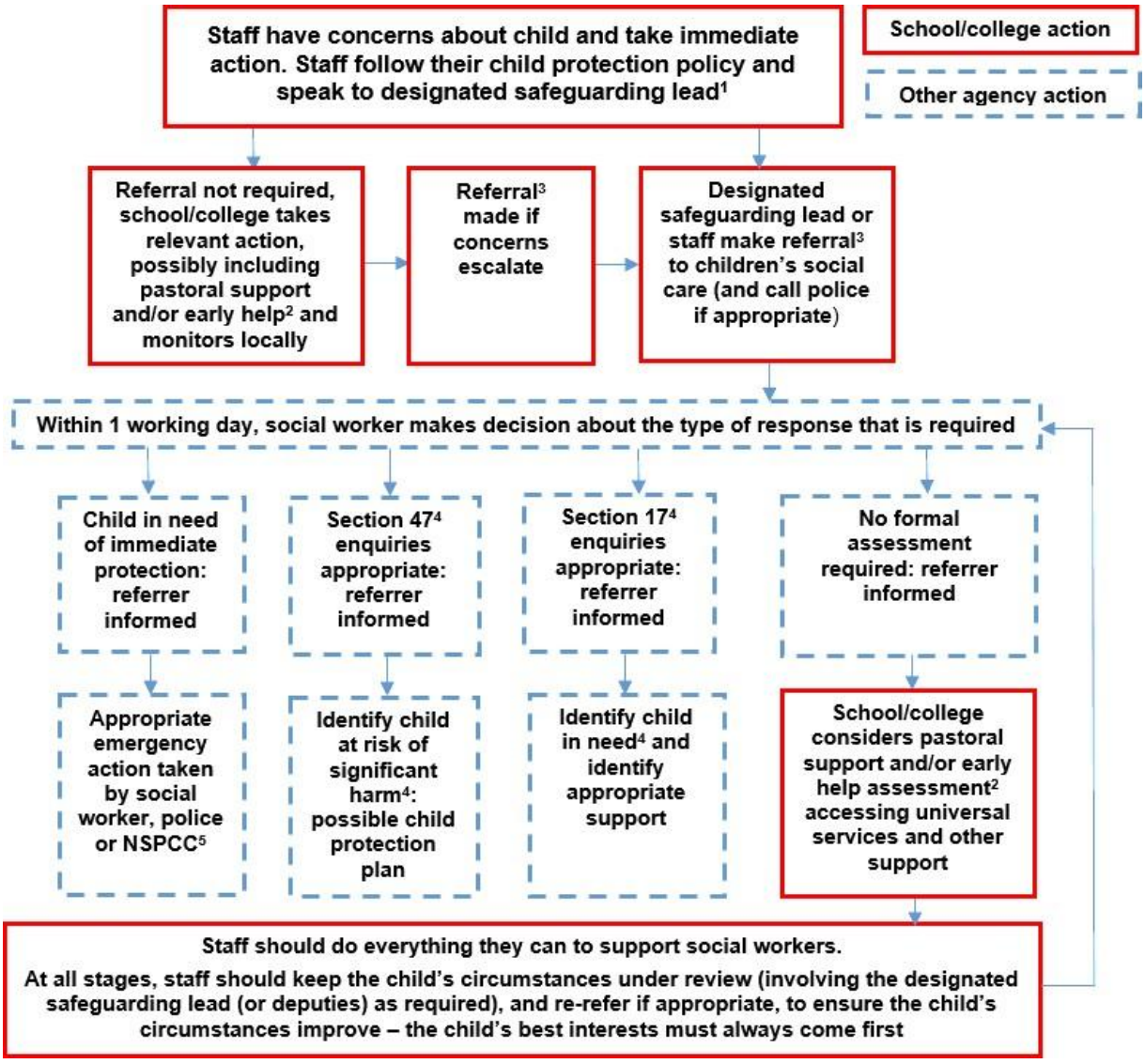
Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online. Children may also be exposed to harmful online challenges and online hoaxes.

By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

All members of staff are expected to be aware of and follow the approach below if they are concerned about a child:



Notes

1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSIE 25.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children (WTTSC 2023) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of WTTSC 2023.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in chapter one of Working together to safeguard children. 5. This could include applying for an Emergency Protection Order (EPO).

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

The school recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

If deemed necessary by the headteacher or by staff authorised by the headteacher following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the school 'Searching, Screening and Confiscation' policy and behaviour policy, which is informed by the **DfE 'Searching, screening and confiscation at school'** guidance.

3.2 Responding to child protection concerns

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to the concern and be non-judgmental.
- only use open questions to clarify information where necessary, e.g., who, what, where, when or Tell, Explain, Describe (TED).
- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Children's Services.
- inform the DSL (or deputy), as soon as practically possible.
- be clear about boundaries and how the report will be progressed.
- record the concern in line with school record keeping requirements (CPOMS)

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from MASH. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

The school will respond to concerns in line with the West Midlands Regional Child Protection Procedures.

The full West Midlands child protection procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: **https://westmidlands.procedures.org.uk/page/contents**

For children who live in Solihull, if we have concerns for a child, we may discuss them with Solihull Children's Social Work Services by calling the Multi Agency Safeguarding Hub (MASH) on 0121 788 4300.

Out of office hours, we will contact the Emergency Duty Team (EDT) on 0121 605 6060 If

we think a child is in immediate danger, we will call the emergency services on 999.

For other local authority multi-agency safeguarding arrangements, please see Appendix B.

The school recognises that in situations where there are immediate child protection concerns for a child as identified in line with **Thresholds guidance,** it is NOT to investigate as a single agency, but to act in line with West Midlands procedures which may involve multi-agency decision making.

The DSL may seek advice or guidance from a social worker within MASH who are the first point of contact for Children's Services.

All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Where it is identified a child may benefit from early help support the DSL (or deputy) will generally lead as appropriate and complete an early help assessment in partnership with the child/young person and their family.

The school can access support for early help assessments from the SMBC early help coordinator, Deborah Harvey - dharvey@solihull.gov.uk.

You can find out more about early help in Solihull here: **Early Help | Solihull Metropolitan Borough Council**. You will also find the links to the Family helpline which is for families and professionals, and Family Hub information. Sessions are hosted by a range of partners. Signposting to foodbanks, travel passes, family support drop in clinics and parent/carer sessions with the **Education Participation and Advisory Service** take place within the hubs.

The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the MASH if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following Solihull Safeguarding Children Partnership's escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves: **Escalation policy: Resolution of professional disagreements (procedures.org.uk)**

The school are working in partnership with West Midlands Police and Solihull Children's Services to identify and provide appropriate support to children who have experienced domestic abuse in their household; this scheme is called **Operation Encompass**.

On receipt of any information, the DSL will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with the Operation Encompass Joint Agency Protocol for Domestic Abuse. We will record and store this information in accordance with the record keeping procedures around safeguarding the wellbeing of children and young people.

3.3 Parental consent

In the event of a request for support to MASH being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by West Midlands child protection and safeguarding procedures for the relevant local authority. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

A decision by any professional not to seek parental permission before making a referral to Children's Services will be recorded and the reasons given.

Where a parent has agreed to a referral, this will be recorded and confirmed on the multiagency referral form (MARF). Where the parent is consulted and refuses to give permission for the referral, further advice will be sought from MASH, unless to do so would cause undue delay. Any further advice and decision making will be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement will be recorded.
- Children's Services will be told that the parent has withheld her/his permission.
- The parent will be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made. The timing of this contact will be agreed with Children's Services.

For more detailed information about **Parental engagement and consent**, please see the document linked.

3.4 Recording concerns

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the CPOMS *and pass onto a DSL without delay.*

Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed. If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

3.5 Multi-agency working

The school recognises and is committed to its responsibility to work within the West Midlands Child Protection and Procedures safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

The school recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to West Midlands processes as required, such as, participation in relevant safeguarding multiagency plans and meetings, including child protection conferences, core groups, strategy meetings, child in need meetings or other early help multi-agency meetings.

3.6 Confidentiality and information sharing

The school recognises its duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2025.

Prosper Together Multi Academy Trust has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

Trust Data Protection Officer: James Plant; Email: dpo@ptmat.org.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2025). **DfE ‘‘Information sharing advice for safeguarding practitioners’’ (2024)** provides further detail. A copy of this can be found in the staffroom on the Safeguarding notice board and on CPOMS

The Headteacher and DSL will disclose relevant safeguarding information about a learner with staff on a ‘need to know’ basis.

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child’s safety or wellbeing.

3.7 Complaints

All members of the school community should feel able to raise or report any concerns about children’s safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the school website: https://www.cbjs.co.uk/about/policies-information

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC ‘Report Abuse in Education’ helpline on 0800 136 663 or via email: **help@nspcc.org.uk**.

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email **help@nspcc.org.uk**.

The school leadership team will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with our managing allegations policy. Any member of staff/volunteer/parent/carer can contact Solihull’s local authority designated officer (LADO) Email: **lado@solihull.gov.uk**, Telephone: 07795 128638 if they have a concern about an adult working/volunteering in our school.

4 Specific forms of abuse and safeguarding issues

The school is aware of a range of specific forms of abuse and safeguarding issues that can put children at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with children will read annex B of KCSIE 2025 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to these types of abuse and safeguarding issues, they should speak with the DSL or a deputy.

4.1 Child-on-child abuse

All members of staff at the school recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.

The school recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- Upskirting (which is a criminal offence), 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
- Initiation/hazing type violence and rituals

The school believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g., when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

In order to minimise the risk of child-on-child abuse, the school will:

- Implement a robust anti bullying policy *using play leaders,* assemblies, explicit online safety lessons
- Provide age and ability appropriate PSHE through Jigsaw and additional support where necessary
- *Provide a whole school strategy for MHWB through the SMILE approach- worry boxes, Time to Talk, learning mentor support, MHST support*
- Providing a RSE curriculum that is appropriate to the needs of all children
- For more detailed support refer to the school's Child-on-Child abuse Policy.

The school wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by: taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies e.g., the school's Child on Child Abuse Policy, anti-bullying, behaviour and child protection policy, and where necessary and appropriate, informing the police

4.2 Child-on-child sexual violence or harassment

When responding to concerns relating to child-on-child sexual violence and sexual harassment, the school will follow the guidance outlined in Part five of KCSIE 2025.

The school recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-toface (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

The school has a zero-tolerance approach to sexual violence or sexual harassment.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report. We will never downplay the seriousness of abuse that occurs online or outside of school.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school and where necessary will be referred to MASH and/or the police.

We acknowledge that children may not find it easy to tell staff about their abuse verbally. Staff are aware that children's behaviour may suggest that they have been harmed or something is wrong. Reports of abuse may be indirect through friends or overheard by others. All concerns will be acted upon immediately and discussed with the DSL (or their deputy).

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from MASH.

4.3 Nude and/or semi-nude image sharing by children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The **UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance** (updated 2024) outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing and should be read and understood by DSLs working will all age groups, not just older learners.

The school recognises that consensual and non-consensual sharing of nudes and seminude images and/or videos (also known as youth produced/involved sexual imagery or “sexting”) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:

- Report any concerns to the DSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people’ and the local West Midlands guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to MASH and/or the police immediately if:
- The incident involves an adult (over 18).
- There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child’s developmental stage, or are violent.
- A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed later.

If DSLs are unsure how to proceed, advice will be sought from MASH.

4.4 Harmful sexual behaviour

The school recognises that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. We define developmentally inappropriate sexual behaviour that is problematic, abusive or violent as harmful sexual behaviour (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two. DSLs and their deputies have received training in HSB. We recognise that children displaying HSB may have experienced their own abuse and trauma and will ensure that they are appropriately supported.

These tools and resources are used by DSLs to determine whether behaviour is age/stage appropriate.

- CPD: Brook Sexual Behaviours Traffic Light Tool
- HSB framework and audit | NSPCC Learning
- Stop_It_Now_harmful_sexual_behaviour_prevention_toolkit_Oct_2020.pdf

4.5 Child sexual exploitation (CSE) and child criminal exploitation (CCE)

The school recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE 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.

If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.6 Serious violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.

The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.7 Domestic abuse

All staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

4.8 So-called ‘honour’-based abuse

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and concerns should be responded to in line with other safeguarding concerns. Staff will report any concerns about so-called HBA to the DSL (or a deputy).

Whilst all staff will speak to the DSL (or deputy) with regard to 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 report this to the police.

4.9 Preventing radicalisation

The school is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

The school recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow including using the national referral form to make a Prevent referral in parallel to a MASH referral.

4.10 Cybercrime

The school recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to using the Cyber Choices lesson plans (**https://www.wmcyber.org/educators/**), which aims to intervene when young people are at risk of committing, or being drawn into, low level cyberdependent offences.

Where there are concerns about ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

5 Supporting children potentially at greater risk of harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

5.1 Safeguarding children with special educational needs or disabilities (SEND)

The school acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

The school recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child’s disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDCo Tristy Timms to plan support as required.

5.2 Children requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The school has a trained Mental Health First Aiders:

- Tristi Timms - Head of School

5.3 Children who are absent from education

Children who are absent from education, particularly for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation – particularly county lines.

Where the school have concerns that a child is absent from education, we will respond in line with our statutory duties and local policies. Local support is available via the **Education Participation Advisory Service (EPAS).**

5.4 Elective home education

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national elective home education guidance and local Solihull guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.5 Children who are missing education

Children missing education (CME) are children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at a school. They share the same vulnerabilities as children who are absent from education. They are:

- Children whose whereabouts are known but they do not have any educational provision in place
- Children whose whereabouts are unknown and therefore so is their educational provision

Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the **Education Participation Advisory Service (EPAS).**

5.6 Looked after children, previously looked after children and care leavers

The school recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and that a previously looked after child also potentially remains vulnerable.

All staff have the skills, knowledge and understanding to keep looked after children safe.

The DSL will hold details of social workers working with children in the school and the name of the Virtual School Head in the authority looking after them so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

The school has appointed a 'designated teacher', Tristy Timms who works with local authorities to promote the educational achievement of registered pupils who:

- Are looked after or who have been previously looked after.
- Have left care through adoption, special guardianship or child arrangement orders.
- Were adopted from state care outside England and Wales.

The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The designated teacher has received appropriate training, the relevant qualifications and experience. They work with the child's virtual headteacher to discuss how pupil premium

plus to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Where the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the local authority via MASH.

Where a child is leaving care, the DSL will hold details of the local authority personal advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

6 Online safety

6.1 Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. The school will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The school will ensure online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

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

- **Content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Castle Bromwich Junior School recognises that technology, and the risks and harms related to it, evolve and change rapidly. Castle Bromwich Junior School will carry out an annual review of our approaches to online safety including provision of filtering and monitoring, supported by an annual risk assessment which considers and reflects the risks our children face.

The headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.2 Policies and procedures

The DSL has overall responsibility for online safety, including filtering and monitoring within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with our child protection, Online Safety Policy and other associated policies, including our anti-bullying, social media and behaviour policies.

Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

The school uses a wide range of technology. This includes, and is not limited to, computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

The school recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2025 and EYFS 2025 the school has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

These policies can be found on the school online portal Access, on the W drive and CPOMS.

6.3 Appropriate filtering and monitoring

The school will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.

If learners or staff discover unsuitable sites or material, they are required to turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, the school will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school acknowledges that whilst filtering and monitoring is an important part of the school’s online safety responsibilities, it is only one part of our approach to online safety:

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

6.4 Information security and access management

The school is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in list name of relevant policies e.g., information security, acceptable use policies and/or online safety policy. These policies should address expectations with regards information security and access to systems e.g., password safety etc.

The school will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.5 Staff and governor training

The school will ensure that all staff and governors receive online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of induction and that ongoing online safety training and updates for all staff and governors will be integrated, aligned and considered as part of our overarching safeguarding approach.

6.6 Educating learners

The school will ensure a comprehensive whole-school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

6.7 Working with parents and carers

The school will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

- Providing support on our weekly newsletter
- Specific Online safety newsletters

- Specific Online support from DSL, DDSL, IT support technician
- Parent workshops
- Parents evening drop ins with IT specialist
- Voluntary organisations/ charities available at parents evening

6.8 Remote learning

The school will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and parents/carers will take place using the school provided or approved communication channels; for example, school provided email accounts and phone numbers.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in the school behaviour policy/code of conduct and Acceptable Use Policies

Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

When delivering remote learning, staff will follow our Remote Learning/Acceptable Use Policy (AUP).

Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. The school will continue to be clear who from the school (if anyone) their child is going to be interacting with online.

Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

7 Staff and governor engagement and expectations

7.1 Awareness, induction and training

All members of staff, trustees and governors have been provided with a copy of part one or annex A of KCSIE 2025 which covers safeguarding information for staff.

School leaders, including the DSL will read KCSIE in its entirety. School leaders and all members of staff who work directly with children will read Annex B.

All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This will be recorded by the school and a confirmation will be required via the Trust's Access portal.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school's internal safeguarding processes, as part of their induction. This will be provided with a face to face meeting from a DSL and further training will be online via one of the following sources: sss.cpd, The Key safeguarding or National College, from safeguarding bulletins from DSLs and phase/ staff meetings. CSAWS will be used for whole school safeguarding training.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be provided with a face to face meeting from a DSL and further training will be online via one of the following sources: sss.cpd, The Key safeguarding or National College, from safeguarding bulletins from DSLs and phase/ staff meetings. CSAWS will be used for whole school safeguarding training.

Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies. Staff are regularly consulted through team meetings and through the school Inclusion team and staff surveys

The DSL and Headteacher will provide an annual report to the Trust Board's Education Standards and Outcomes Committee detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole Trust and school approach to safeguarding.

Local Advisory Board governors will receive training, regular updates from the DSL/DDSL and online training that is relevant for their post order to be able to support the school with its strategic approach to safeguarding

7.2 Safer working practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the School Employee Code of Conduct.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the Child Protection Policy and are aware of the school's expectations regarding safe and professional practice via the employee code of conduct and Acceptable Use Policy (AUP).

Staff will be made aware of school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including Employee Code of Conduct Policy, Acceptable Use Policies, and Social Media.

7.3 Supervision and support

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We also recognise the benefit of discussing cases, particularly complex ones to ensure that our decision-making is sound.

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk in line with our supervision policy.

8. Safer recruitment and allegations

8.1 Safer recruitment and safeguarding checks

The school is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

The school will follow relevant guidance in KCSIE 2025 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)

The Local Advisory Board and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.

The Local Advisory Board and leadership team will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

The Trust maintains an accurate Single Central Record (SCR) in line with statutory guidance.

The Trust and school are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

Where the school places a learner with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child.

The school will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Where the school organises work experience placements, we will follow the advice and guidance as identified in Part three of KCSIE 2025.

8.2 Allegations and concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

The school will respond to allegations in line with the local Solihull arrangements and Part four of KCSIE 2025. In depth information can be found within the Trust 'Managing Allegations against Staff' and employee code of conduct policy. This can be found on the W drive and Access Portal.

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold will be recorded and dealt with appropriately in line with national

and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the Trust from potential false allegations or misunderstandings.

Where Headteachers are unsure how to respond, for example if the school is unsure if a concern meets the harm ‘thresholds’, advice will be sought via the LADO.

8.3 Organisations or individuals using school premises

If we receive an allegation relating to an incident that happened when an individual or organisation was using the 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.

8.4 Concerns that meet the harm threshold

The school recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

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

Allegations against staff which meet this threshold will be referred immediately to the headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of the Local Advisory Board (LAB) or Chief Executive Officer (CEO) who will contact the LADO. In the event of concerns/allegations about the Trust CEO should be reported directly to the LADO.

8.5 Concerns that do not meet the harm threshold

The school may also need to act in response to ‘low-level’ concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and that do not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Our process and procedures for sharing low-level concerns is in the first instance to be shared with the Headteacher and/or DSL.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. The Headteacher/DSL should complete the Low-level concern form and store it securely on the Trust's system.

The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures. Records are kept confidentially, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

8.6 What is a low-level safeguarding concern?

A low-level or lower-level concern is any concern, doubt, or worry that a member of staff or volunteer may have acted in a way that conflicts with the standards and values of your organisation. It includes any behaviour which does not meet the expectations set out in your organisation's code of conduct.

Concerns or allegations can relate to behaviour inside or outside of work and do not have to directly involve children.

These worries might not be considered serious enough to meet the "harm threshold" whereby concerns should be referred to the police or children's services. However, they still require a response.

Low-level concerns might include:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over-friendly with children
- having favourites
- adults taking photographs of children on their mobile phone

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

- humiliating children.

If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

9 Safe culture

As part of our approach to safeguarding, the Trust and school has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our employee code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. The leadership team at the school and/or Trust will takes all concerns or allegations received seriously.

All members of staff are made aware of the Trust's whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The Trust has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff in the Trust, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

10 Opportunities to teach about safeguarding

The school will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Health Education.

We recognise that the school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and

support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

The recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

11 Physical safety

11.1 Use of reasonable force

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Our practice is guided by **Use of reasonable force and other restrictive interventions guidance**.

Further information regarding our approach and expectations can be found in our behaviour policy.

11.2 The use of premises by other organisations

Where services or activities are provided separately by another body using the school facilities/premises, the Headteacher and Trust will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused. Further detail can be found in our external lettings policy.

Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

11.3 Site security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Our practice is guided by School and college security - GOV.UK.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into the school as outlined within national guidance. Visitors will be expected to, sign in and out via the office visitors electronic system and to display a visitor's badge whilst on site.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site and potentially all Trust school sites.

12 Local support

All members of staff in the school are made aware of local support available. Trust support is available from the Trust Safeguarding Lead and/or Chief Executive Officer.

12.1 LADO

Email: **lado@solihull.gov.uk**

Telephone: 07795 128638

12.2 Children's Services

Solihull Children's Social Work Services MASH Team 0121 788 4300
Education representatives within the MASH team – Wendy Hillier and Nick Walker 0121 788 4364/4449 **masheducation@solihull.gov.uk** . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
Emergency Duty Team (EDT) 0121 605 6060
Multi-agency referral form

12.3 West Midlands Police

- 101 or 999 if there is an immediate risk of harm.
- Schools Intervention Officers, Solihull Early Help Team (North Secondary):
  - Ben Lowe PC 21309 ben.lowe@westmidlands.police.uk Tel: 07391 412 120
  - Laura Cox PC 9073 laura.cox@westmidlands.police.uk Tel: 07557 315 983
- Supervisor
  - Tim Bruton PS 0188 tim.bruton@westmidlands.police.uk Tel: 07557 257 116
- School team email at Solihull: sh_school@westmidlands.police.uk
- Early help team at Solihull: SH_EARLYHELP@westmidlands.police.uk

- West Midlands Police Violence Reduction Unit (VRU): westmidlands-vru.org

12.4 Solihull Safeguarding Children's Partnership (SSCP)

Solihull Safeguarding Children Partnership (SSCP) for:

- Practitioners' toolbox • Thresholds guidance
- Early help
- SSCP training portal

12. 5 Adult safeguarding

- **Professional Safeguarding concern | solihull.gov.uk**
- Adult Social Care via 0121 704 8007 **ccadults@solihull.gov.uk**

Appendix 1: Categories of abuse

All staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse

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

Signs that **may** indicate sexual abuse:

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate

- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse

This form of 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.

Signs that **may** indicate physical abuse:

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse

This is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express

their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that **may** indicate emotional abuse:

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect

This can be defined as 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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Signs that **may** indicate neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems

- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support organisations

Solihull Council contacts

- Solihull Children's Social Work Services MASH Team 0121 788 4300
- Education representatives within the MASH team – Wendy Hillier and Nick Walker 0121 788 4364/4449 masheducation@solihull.gov.uk . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
- Emergency Duty Team (EDT) 0121 605 6060
- Multi-agency referral form
- Local Authority Duty Officer (LADO) – lado@solihull.gov.uk 07795 128638
- SMBC Adult Social Work one stop referral – 0121 704 8007 ccadults@solihull.gov.uk

Birmingham contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888
- Refer a child who you're concerned about | Refer a child who you're concerned about | Birmingham Children's Trust

Coventry contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555
- Coventry's Multi Agency Safeguarding Hub (MASH) – Coventry City Council

Warwickshire contacts

- Children's Social Care during office hours: 01926 410410
- Emergency Duty Service 01926 886922 outside office hours only Child abuse concerns - Warwickshire County Council

Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)

- Emergency Duty Team (EDT) on 01905 768020 outside office hours http://www.worcestershire.gov.uk/areyouworriedaboutachild

Other Local Resources

- Solihull Council school extranet safeguarding pages
- My Solihull Maps
- The Waiting Room Birmingham and Solihull wellbeing services
- Solar
- SIAS (Solihull Integrated Addiction Services)
- Kooth
- NSPCC Report abuse in education
- Helpline 0800 136 663 or help@nspcc.org.uk

National organisations

- NSPCC: **www.nspcc.org.uk**
- Barnardo's: **www.barnardos.org.uk**
- Action for Children: **www.actionforchildren.org.uk**
- Children's Society: **www.childrenssociety.org.uk**

Support for staff

- Education Support Partnership: **www.educationsupportpartnership.org.uk**
- Professional Online Safety Helpline: **www.saferinternet.org.uk/helpline**

Support for learners

- ChildLine: **www.childline.org.uk**
- Papyrus (suicide prevention): **www.papyrus-uk.org**
- The Mix (mental health suppport): **www.themix.org.uk**
- Shout (mental health support): **www.giveusashout.org**
- Fearless (information and advice about crime and criminality): **www.fearless.org**
- Victim Support: **www.victimsupport.org.uk**
- Shore (safe space for teenagers to talk about sexual behaviours) **Home - Shore**

Support for adults

- Family Lives (parenting and family support): **www.familylives.org.uk**
- Crime Stoppers: **www.crimestoppers-uk.org**
- Victim Support: **www.victimsupport.org.uk**

- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout (mental health support): www.giveusashout.org
- Advice now (legal advice and signposting): www.advicenow.org.uk
- Mankind (support for men who have been sexually abused): www.mankindcounselling.org.uk

Support for children with SEND

- Respond (support for people with learning disabilities and autism who have experienced abuse, violence or trauma): www.respond.org.uk
- Mencap: www.mencap.org.uk
- NSPCC: Safeguarding children with SEND
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Substance misuse

- We are with you (formerly Addaction): https://www.wearewithyou.org.uk/
- Talk to Frank: www.talktofrank.com

Domestic abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Operation Encompass Home : Operation Encompass
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline (help for domestic abuse perpetrators to stop): https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour-based abuse

- Forced Marriage Unit: **www.gov.uk/guidance/forced-marriage**
- FGM Factsheet: **https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf**
- Mandatory reporting of female genital mutilation: procedural information: **www.gov.uk/government/publications/mandatory-reporting-of-female-genitalmutilation-procedural-information**

Child-on-child abuse, including bullying, sexual violence and harassment

- Centre of Expertise on Child Sexual Abuse: **Home | CSA Centre**
- Rape Crisis: **https://rapecrisis.org.uk**
- Brook: **www.brook.org.uk**
- Disrespect Nobody: **https://www.ceopeducation.co.uk/professionals/guidance/disrespect-nobody/**
- Upskirting – know your rights: **www.gov.uk/government/news/upskirting-knowyour-rights**
- Lucy Faithfull Foundation: **www.lucyfaithfull.org.uk**
- Stop it Now! **www.stopitnow.org.uk**
- Parents Protect: **www.parentsprotect.co.uk**
- Anti-Bullying Alliance: **www.anti-bullyingalliance.org.uk**
- Diana Award: **www.antibullyingpro.com/**
- Kidscape: **www.kidscape.org.uk**
- National anti-bullying helpline **Information and advice about all forms of bullying**

Online safety

- CEOP: **www.ceop.police.uk**
- Internet Watch Foundation (IWF): **www.iwf.org.uk**
- Think U Know: **www.thinkuknow.co.uk**
- Childnet: **www.childnet.com**
- UK Safer Internet Centre: **www.saferinternet.org.uk**
- Report Harmful Content: **https://reportharmfulcontent.com**
- Marie Collins Foundation: **www.mariecollinsfoundation.org.uk**
- Internet Matters: **www.internetmatters.org**
- NSPCC: www.nspcc.org.uk/onlinesafety and **www.net-aware.org.uk**
- Get Safe Online: **www.getsafeonline.org**

- Cyber Choices: **https://nationalcrimeagency.gov.uk/what-we-do/crimethreats/cyber-crime/cyberchoices**
- National Cyber Security Centre (NCSC): **www.ncsc.gov.uk**

Mental health

- Mind: **www.mind.org.uk**
- Moodspark: **https://moodspark.org.uk**
- Young Minds: **www.youngminds.org.uk**
- Anna Freud: **www.annafreud.org/schools-and-colleges/**

Radicalisation and hate

- Educate against Hate: **www.educateagainsthate.com**
- Counter Terrorism Internet Referral Unit: **www.gov.uk/report-terrorism**
- True Vision: **www.report-it.org.uk**

Children with family members in prison

- **SSCP guidance to support children with parents in prison**
- National information Centre on Children of Offenders (NICCO): **https://www.nicco.org.uk/**
- Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children **5-11-year olds** and **12-17 year olds**.

Appendix 3: Safeguarding policies and procedures

Policies, procedures and requirements	Where you will find the policy/procedure
Child protection (including online safety, low level concerns policy and child-on-child abuse as required by KCSIE 25)*	Work Drive and Website
Looked after and previously looked after children – designated teacher*	Work Drive, Website
Pupil premium statement*	Work Drive, Website
Mental health and wellbeing	Access People
Equality information and objectives*	Work drive and school website
Special educational needs and disabilities*	School website
Accessibility plan*	Work Drive
Premises management documents*	Work Drive
Healthy and safety*	Work Drive
Risk assessments*	Work Drive
First aid*	Work Drive
Lettings	Work Drive
Attendance	Work Drive, School website
Behaviour in schools (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)*	Work Drive, school website
Behaviour principles written statement*(maintained)	W drive and school website
Exclusions*	On Work drive within Behaviour Policy

Online safety (including how school is meeting the filtering and monitoring requirements of the Digital and technology standards for schools) Acceptable use of social media Mobile and smart technology Data protection and information sharing* Protection of biometric information*(Fair Processing)	Work Drive Work Drive Work Drive Access People Access People
Children with health needs who cannot attend school* Supporting children with medical conditions in school/Medicines in school* Personal and intimate care	Work Drive Work Drive Work Drive
Staff discipline, conduct and grievance (procedures for addressing)* Staff behaviour/code of conduct (including reference to low level concerns, managing allegations against staff and whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and	Access People Work Drive

communications including the use of social media policies as required by KCSiE 25) Statement of procedures for dealing with allegations of abuse against staff* Safer recruitment Single central record of recruitment and vetting checks* Visitors' protocol Governor code of conduct Governor training record	Within CP policy CPOMS library, website, w drive Access People In place- school business manager On Work drive and handed to visitors from the office Governor hub Running record added to by Clerk to Governors
Early years foundation stage*	School website
Relationships and sex education* Drug and alcohol education/managing substance related incidents	School website and work drive
Educational visits	E visits
School complaints* Whistleblowing*	School website Work drive
Confidentiality	Access People and within CP policy and other policies

Appendix 4: Lettings checklist for providers using the school site

Name of school providing the letting: …….

Name of provision letting: …….

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

health): ……..

Owner of Provision (name and signature): ……

Manager of Provision (name and signature): ……..

Confirmation of safeguarding arrangements for letting agreements

Designated member of staff for child protection	YES	NO
Name of designated member of staff		
Designated member of staff has attended the Solihull Safeguarding Children Partnership training for designated members of staff for child protection (module 2 multi-agency working, and child criminal exploitation, early help and neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection? Receive child protection awareness training within 12 weeks of appointment?	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns particularly how to act to safeguard pupils who are at risk of or experiencing child criminal and sexual exploitation, peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?	YES	NO
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with Solihull SSCP requirements?	YES	NO

Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children's workforce DBS check (in line with SMBC model SCR)?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by all including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education	YES	NO
Have leaders involved in managing allegations attended SSCP managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place and clear processes to manage risk?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an online safety policy and protocols to ensure the safety of children and young people?		
Has your club/organisation achieved Clubmark status?	YES If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please state	NO
Further guidance: **After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk)** **Introductory guide to safeguarding and child protection | NSPCC Learning** **Safer sports events training | NSPCC Learning**		