

Safeguarding & Child Protection Policy

<u>Title</u>	<u>Date</u>	<u>Who</u>
<u>Origin date</u>	<u>June 2021</u>	<u>Dale Wood</u>
<u>Review</u>	<u>June 2021</u>	<u>Ian Simms</u>
<u>Last Review</u>	<u>November 2022</u>	<u>Ian Simms</u>
<u>Next Review</u>	<u>November 2023</u>	<u>Ian Simms/Ricky Patel</u>

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

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Part One: Safeguarding Policy

1.0 Introduction

Safeguarding and promoting the welfare of children is defined as:

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

Children includes everyone under the age of 18.

This means that our Skillwise Training is committed to safeguarding and promoting the welfare of all its learners and staff.

We believe that:

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

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

Skillwise Training, as an Independent Training Provider, will fulfil their local and national responsibilities as laid out in the following documents:

- The most recent version of **Working Together to Safeguard Children** (DfE, July 2018)
- The most recent version of **Keeping Children Safe in Education**: Statutory guidance for schools and colleges (DfE, Sep 2021)
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002** s175
- **Sexting in Schools & Colleges – responding to incidents and safeguarding young people** (UKCCIS) 2016
- **General Data Protection Legislation (2018)**
- **Mental Health & Behaviour in Schools**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- Birmingham Safeguarding Children Partnership threshold guidance **Right Help Right Time**
- **Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government**
- **Protecting Children from Radicalisation: The Prevent Duty, 2015**
- **Relationships education, relationships and sex education (RSE) and health education**
- **Voyeurism offences act 2019**
- **Children missing education**

In Skillwise Training the following people will take the lead in these areas:

Our Designated Safeguarding Lead (DSL) is:
Ian Simms

Our Deputy Safeguarding Lead is:
Lee Croucher

Our Data Protection officer is:
Ian Simms

Our Rights Respecting link is:
Lee Croucher

Our lead for Mental Health is:
Lee Croucher

Our Safeguarding governor is:
Ricky Patel

2.0 Overall aims

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

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

This means that Skillwise Training will:

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

*Our policy extends to any establishment Skillwise commissions to deliver education to our **learners** on our behalf including alternative provision settings (if applicable).*

*Our **Governing Body/Board of Directors** will ensure that any commissioned agency will reflect the values, philosophy and standards of Skillwise Training. Confirmation should be sought from Skillwise Training that appropriate risk assessments are completed, and ongoing monitoring is undertaken.*

3.0 Guiding Principles

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

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

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

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

4.0 Expectations

All staff and visitors will:

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

This means that at Skillwise:

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

In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.

*Our **Governing Body/Board** will be subjected to a DBS check*

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

5.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with their teachers about their welfare, safeguarding and child protection concerns.
- Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.
- Safeguarding and child protection information will be dealt with in a confidential manner.
- Our setting will be clear as to who has parental responsibility for children on our roll, and report all identified private fostering arrangements to the Local Authority.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each **learner** the setting will not keep family files. Files will be kept for at least the period during which the **learner** is attending the setting, and beyond that in line with current data legislation and guidance.
- If a **learner** moves from Skillwise, any child protection and safeguarding records will be forwarded on to the DSL at the new ITP, with due regard to their confidential nature and in line with current government

This means the DSL team in our setting will be:

*Lead: **Ian Simms***

*Deputy: **Lee Croucher***

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

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

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

*We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the **learner** arrives.*

<p>guidance on the transfer of such records. Direct contact between the two providers may be necessary.</p> <ul style="list-style-type: none"> • All in- year applications and transfers will also be reported to the Local Authority. 	
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<p>6.0 Contextual Safeguarding</p> <ul style="list-style-type: none"> • KCSiE writes about the importance of the context in which safeguarding must be considered, including behaviours that are associated with factors outside the education environment which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families. 	<p><i>At Skillwise, our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the Company safeguarding system and the wider system in which the learner operates. This will be evidenced in:</i></p> <ul style="list-style-type: none"> • <i>Informal and formal assessments of need/ risk for the learner;</i> • <i>Case discussions in DSL supervision sessions.</i>
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<p>7.0 Mental Health</p> <ul style="list-style-type: none"> • KCSiE also writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education. 	<p><i>At Skillwise this means that:</i></p> <ul style="list-style-type: none"> • <i>All staff will be made aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation;</i> • <i>All staff will take immediate action and speak to a DSL if they have a mental health concern about a learner that is also a safeguarding concern.</i>
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8.0 The Designated Teacher for Looked After and Previously Looked After Children

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

Promoting the educational outcomes of children with a social worker

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

In our setting the Designated Teacher is:

*Name: **Dale Wood***

Our Designated Teacher will:

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

Our school will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education

DSLs will keep the details of the Birmingham Children's Trust and all other areas we work within's Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

9.0 The governing body

Governing bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote learner's welfare:

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

In Skillwise Training this means that:

All governors must have read and implemented part 2 of "KCSIE"

Our nominated governor for safeguarding and child protection is:

*Name: **Ricky Patel***

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

The governing body will review all policies/procedures that relate to safeguarding and child protection annually.

*A member of our governing body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the **Directors***

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

<p>10.0 Safer recruitment and selection</p> <p>Skillwise should pay full regard to ‘Safer Recruitment’ practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.</p> <p>It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.</p> <p>All recruitment materials will include reference to the Skillwise’s commitment to safeguarding and promoting the wellbeing of learners.</p>	<p><i>This means that at Skillwise Training:</i></p> <p><i>The following setting staff have undertaken Safer Recruitment training:</i></p> <p>1 Ian Simms 2 Lee Croucher</p> <p><i>And the following members of the Governing Body have also been trained:</i></p> <p>1 Ricky Patel</p> <p><i>One of these will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p>
<p>10.1 Induction</p> <p>All staff, especially staff who have been redeployed in response to COVID-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.</p> <p>10.2 Staff support</p> <p>Recognising the impact of COVID 19, DSLs should be given additional time, particularly in the autumn term, to staff and learners regarding new safeguarding and welfare concerns. Regular safeguarding supervision will be offered to the Lead DSL within Skillwise, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by Skillwise. DSL’s will be supported to access training as appropriate including training in behaviour and mental health.</p>	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding & Child Protection policy;</i> • <i>The Behaviour Policy;</i> • <i>The Staff Behaviour Policy (sometimes called a Code of Conduct);</i> • <i>The safeguarding response to children who go missing from education; and</i> • <i>The role of the DSL (including the identity of the DSL and any deputies).</i> <p><i>Copies of policies and a copy of part one of the KCSIE document is provided to staff at induction.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>

11.0 The use of reasonable force

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

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between **learners** or blocking a **learners** path, or active physical contact such as leading a **learner** by the arm out of the classroom/working environment.

This means at Skillwise Training:

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

*We will write individual behaviour plans for our more vulnerable **learners** and agree them with parents and carers if deemed appropriate.*

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

*When using reasonable force in response to risks presented by incidents involving **learners** including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.*

12.0 Skillwise Training's role in the prevention of abuse

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

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

This means that in Skillwise Training:

All staff will be made aware of our unauthorised absence and learners missing from education procedures.

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

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

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

13.0 What we will do when we are concerned – Early Help response

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

The **learner**'s voice must remain paramount within a solution focused practice framework.

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

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

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

*This means that at Skillwise we will: implement **Right Help Right Time***

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

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

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

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

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

14.0 Safeguarding students who are vulnerable to radicalisation

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

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

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

Skillwise has a Prevent Risk Register and Risk Assessment that is reviewed every 6 months, working in tandem with this Policy

This means that Skillwise:

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

14.1 Risk reduction

The Governing Body/Board, **Directors** and the DSL will assess the level of risk within the provision and put actions in place to reduce that risk. Risk assessment may include consideration of the SEND policy, the use of premises by external agencies, integration of **learners** by gender and SEN, anti-bullying policy and other issues specific to the Skillwise's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our provision. An example of this can be found [here](#):

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

Skillwise Training will monitor online activity within the business to ensure that inappropriate sites are not accessed by **learners** or staff.

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

14.2 Channel

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

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

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

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

*The SPOC for Skillwise is:
Name: **Ian Simms***

*All staff within Skillwise Training will be alert to changes in a **learners** behaviour or attitude which could indicate that they are in need of help or protection.*

*Skillwise Training's Regional Prevent Lead is Mrs Hifsa Haroon-Iqbal
Hifsa.haroon-iqbal@education.gov.uk
07785 654 148*

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

15.0 Learners who are vulnerable to exploitation, trafficking, or so-called ‘honour-based’ abuse (including female genital mutilation and forced marriage)

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

Failure to report such cases will result in disciplinary sanctions.

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

This means that at Skillwise Training we ensure:

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

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

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*

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

16.0 Learner’s missing education

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

Work around attendance and learners missing from education will be coordinated with safeguarding interventions.

This means that Skillwise will:

Hold two or more emergency contact numbers for each learner.

All our attendance work will liaise closely with the DSL.

*We will adapt our attendance monitoring on an individual basis to ensure the safety of each **learner** on programme.*

*Skillwise Training will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of **learners** that would be considered ‘missing’.*

17.0 Peer on peer/child on child abuse

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

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

The KCSiE guidance requires that additional information about child on child abuse should be included in schools' and colleges' child protection policies, including para; 156-bulletpoint 6 "a statement which makes clear there should be a zero-tolerance approach to abuse," Paragraph 465 of KCSiE includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.

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

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

This means that Skillwise Training:

All staff will receive training on child on child abuse

We will adopt the 'whole school approach' to tackling sexism

We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such all our staff and children are supported to:

- *be alert to child on child abuse (including sexual harassment);*
- *understand how the school views and responds to child on child abuse*
- *stay safe and be confident that reports of such abuse will be taken seriously.*

We will ensure that children/young people have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on child on child abuse is there to protect them rather than criminalise them

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".

We will recognise that "child on child abuse" can occur between and across different age ranges.

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

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

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

*Our DSL will follow **local guidance** to enable provision of effective support to any **learners** affected by this type of abuse*

18.0 Criminal exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

This means that Skillwise Training will:

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

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

Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/Criminal-Exploitation-of-children-and-vulnerable-adults-County-Lines-guidance.pdf)

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

19.0 Domestic Abuse

KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.

This means that we will:

Sign up to Operation Encompass to receive notices of domestic abuse and swiftly act to support the child.

Part Two: Key procedures

Responding to concerns about a child

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.
Record in writing on **Notice of Concern Form** and hand to DSL

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

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

At any point consider seeking advice:

Children's Advice Support Service (CASS)
0121 303 1888 or localised Safeguarding board

In case of emergency phone police on 999

**Universal /
Universal+**
Continue with early help
process using the EHA
as appropriate

Universal+/Additional
Continue with early help process
using the EHA as appropriate.
Consider request for support
from Think Family (TF) service

**Complex &
Significant**
Request for Support
submitted to CASS for a
multi-agency strategy
discussion

19.0 Involving parents/carers/employers

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

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

- 19.2 Parents/carers/employers will be informed about our Safeguarding & Child Protection Policy through **website, handbook and newsletter**.

20.0 Multi-agency work

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

21.0 Our role in supporting children

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

21.4 We will ensure Skillwise Training works in partnership with parents/ carers and other agencies as appropriate.

22.0 Responding to an allegation about a member of staff

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

22.1 This procedure must be used in any case in which it is alleged that a member of staff, **Governor/Board Member**, visiting professional or volunteer has:

- Behaved in a way that has harmed a **learner** or may have harmed a **learner**
- Possibly committed a criminal offence against or related to a **learner** or
- Behaved in a way that indicates s/he may not be suitable to work with **learners**
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.
- If you believe the behaviour of a member of staff does not meet the threshold or you have a nagging doubt about a staff members behaviour then you should complete a Low Level Concern form. **Please see our Low Level Concerns Policy and form in Appendix 7**

22.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff within the business to abuse **learners**. At Skillwise we also recognise that concerns may be apparent before an allegation is made.

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

22.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the **Director(s)** who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

22.3.2 If the concern relates to the **Director(s)**, it must be reported immediately to the Lead Governor for Safeguarding Ricky Patel, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.

22.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

23.0 Children/learners with additional needs

23.1 Skillwise recognises that all **learners** have a right to be safe. Some **learners** may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

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

24.0 Children/Learners in specific circumstances

24.1 Private Fostering

24.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

24.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

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

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

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

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

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

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

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

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

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

Appendices

Appendix 1

Definitions and indicators of abuse

1. Neglect

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

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

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

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

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

2. Physical abuse

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual abuse

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

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

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

4. Sexual exploitation

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

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

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

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

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

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

6. Responses from parents/carers

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

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)

- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. Disabled children

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

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

Appendix 2

Dealing with a disclosure of abuse

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

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

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

Immediately after a disclosure

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

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

Appendix 3

Allegations about a member of staff, governor or volunteer

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

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

Appendix 4

Indicators of vulnerability to radicalisation

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

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

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

7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters
 - Family members convicted of a terrorism act or subject to a Channel intervention
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5

Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for **Skillwise Training** is **Ian Simms**, who is responsible for:

- Ensuring that staff of Skillwise are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **Skillwise** in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Raising awareness within Skillwise about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism;
- Acting as the first point of contact within Skillwise for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable learners into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

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

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

Appendix 6 – COVID-19 and safeguarding

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

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

Online safety

Coronavirus (COVID-19): keeping children safe online - All schools and colleges should continue to consider the safety of their learners when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff / learner relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced. Schools, colleges and ITP's should, as much as is reasonably possible, consider if their existing policies adequately reflect that some learners (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools, colleges and ITP's satisfy themselves that their staff behaviour policies are robust and effective. In some areas ITP's may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

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

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

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

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

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

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

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

Government has also provided:

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

The department encourages schools, colleges and Independent Training Providers to share this support with parents and carers.