



**The Arthur Terry Learning Partnership Safeguarding and Child Protection
Policy
2020/2021**

Document Control

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Introduction

Our Strong Safeguarding Culture

The Arthur Terry Learning Partnership (ATLP) recognise that safeguarding is everyone's responsibility, and it is the duty of the Trust to safeguard and promote the welfare of children in all schools.

This is the core safeguarding principle of the ATLP.

The ATLP is made up of 14 schools, five secondary schools, and 9 primary schools, covering Staffordshire, Birmingham and Warwickshire. They serve a variety of communities all with different safeguarding needs.

This is the overarching policy that ensures the ATLP has a strong safeguarding culture across all its schools.

This policy and the procedures contained within form one of the cornerstones of the ATLPs safeguarding culture.

As such the individual schools will adapt to the processes described in this policy to match their specific contextual situation. However, the core principles represented in this policy remain the same for all ATLP schools.

Special covid arrangements put in place by the DfE continue to impact upon our daily safeguarding procedures. However, our safeguarding principles remain the same.

Our Core Principles

The ATLP is totally committed to safeguarding and promoting the welfare of children. It recognises that this is the responsibility of everyone; all staff, trustees, governors and visitors have an important role to play.

The ATLP fully understands the role it plays in safeguarding the youngest and perhaps most vulnerable members of the community and how through good multi agency working it can help protect those too young to protect themselves.

The ATLP fully understands the need to work in partnership with the three safeguarding partners to safeguard and promote the welfare of children.

The ATLP has regard to current legislation when carrying out duties to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Protecting children from maltreatment
- 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; and

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

Children includes everyone under the age of 18.

It is the role of the governing body of each school to ensure that the appropriate mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in current legislation with regard to safeguarding children.

The ATLP firmly believes that:

- All children have the right to be protected from harm.
- Children need to feel safe and to be safe in our schools.
- We can contribute to the prevention of abuse including physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views, and risk-taking behaviour.
- Children need support that matches their individual needs, including those who may have experienced abuse.

The ATLP will fulfil local and national responsibilities as laid out in the latest editions, unless stated, of the following documents:

- Working together to Safeguard Children Department for Education (2018) Updated December 2020
- Keeping Children Safe in Education 2020: statutory guidance for schools and colleges (DfE)
- The Procedures of the West Midlands Safeguarding Children Board
- Birmingham's Children's Trust
- The Staffordshire Safeguarding Children's Board
- The Warwickshire Children's Safeguarding Board
- The Children Act
- The Education Act 2002 s175
- Dealing with Allegations of Abuse
- Teachers Standards 2012
- Prevent Duty 2015
- FGM Duty 2016
- Guidance for safer working practice for those working with children and young people in education settings.
- Early Help Strategy
- Children Missing from Education
- Sexting in Schools and Colleges
- GDPR
- Mental Health & Behaviour in Schools
- Birmingham Criminal Exploitation and Gang Affiliation
- Early Years Foundation Stage Guidance
- Voyeurism offences act 2019

This policy will be reviewed regularly and may be revised and updated. For this reason, ATLP will authorise Sue Bailey and Nicky Lawton to accept updates on matters of detail between annual reviews and inform the Board. Headteachers will ensure staff are made aware of these changes.

The details of these changes should be listed in the codicil insert at the end of the policy.

Overall aims:

This policy, in line with Keeping Children Safe in Education 2020, is an overarching policy. Each school will follow the agreed inter- agency procedures for effective child protection put in place by their local safeguarding board. In this case the overarching policy reflects those procedures of the West Midlands Safeguarding Board, the Birmingham Children's Trust, The Staffordshire Safeguarding Board and the Warwickshire Safeguarding Board.

This policy will contribute to the safeguarding of students and promoting their welfare by:

- Clarifying standards of behaviour for staff and children.
- Developing staff awareness of the causes of abuse and alerting staff to signs and symptoms and ensuring staff know what to do if they suspect abuse.
- Encouraging children and parental participation in practice.
- Addressing concerns at the earliest possible stage and thereby reducing potential risks to students. This will involve the use of the Early Help process.

This policy will contribute to the protection of children within ATLP schools by:

- Requiring implementation of the child protection policy and procedures.
- Promoting partnership working with children, parents, and agencies.
- Contributing to the establishment of a safe, resilient, and robust ethos in the school, built on mutual respect and shared values.
- Securing the implementation of safer recruitment practices.
- Ensuring the Single Central Record (SCR) is compliant with current legislation with reference to Section 128 checks, proof of address checks and EEA status.
- Establishing a mechanism that enables the chair of governors or safeguarding governor to monitor the SCR and implement any action where appropriate.
- Including appropriate work within the curriculum.

This policy will contribute to supporting children by:

- Promoting the identification and protection of the most vulnerable.
- Promoting the identification of individual need where possible.
- Promoting the design of plans to meet needs.
- Ensuring that support is offered to individual children who have experienced abuse, abused others or acted as young carers.

To further support and protect children the ATLP will:

- Appoint a member of each governing body to take lead responsibility for safeguarding in each school. Details can be found in Appendix 3.

- Create an atmosphere where all our children can feel secure, valued, and listened to.
- Recognise signs and symptoms of abuse at an early stage in line with the Early Help Strategy.
- Respond quickly and effectively to cases of suspected abuse in all its forms.
- Monitor and support children at risk.
- Continue to use the curriculum to raise children's awareness, build confidence and skills.
- Work closely with parents/carers and support external agencies.
- Ensure that all adults within ATLP schools who have access to children have been checked as to their suitability and are aware of children protection procedures via training.
- Encourage self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying.
- Promote a caring, safe, and positive environment within the school.
- Provide continuing support to a child about whom there have been concerns, who then leaves the school, and ensure that appropriate information is forwarded under confidential cover to the child's new school.
- Ensure there are rigorous and robust systems in ATLP schools to ensure the appropriate monitoring of the use of the internet, and offer training and education to staff, children and parents to keep them safe from potentially harmful online material.

Key Messages

- Safeguarding and promoting the welfare of children is everyone's responsibility regardless of role or responsibility. This means they should consider, at all times, what is in the best interest of the child.
- Child abuse happens everywhere – **Notice things. Develop your 'professional curiosity'.**
- **Be alert to the signs and indicators of abuse.**
- If you have concerns about a child **share the concern with the Designated Safeguarding Lead (DSL), in person and at the earliest opportunity.**
- Do not rely on emails, memos, or voicemail.
- Always consider the worst-case scenario.
- We have a responsibility to report, record, monitor and support.
- Know and follow the child protection procedures.
- There will never be a convenient time, but you must pass your concern on.
- Keep accurate records.

Key principles

These are the key principles of child protection work.

- Always see the child first
- Never do nothing.
- Do with, not to, others.

- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs

The ATLP recognises that every child is entitled to a broad and balanced curriculum. Governance is corporate, and decisions are collective, but individual governors can and should take the lead on specific aspects of schoolwork, including safeguarding. When issues arise the headteacher will address them using internal processes and the escalating of them if necessary.

This policy also extends to any establishment we commission to deliver education to our students on our behalf, including alternative provision. Any commissioned agency will reflect the values, philosophy and standards of the ATLP. Confirmation will be sought that the appropriate risk assessments are completed, and ongoing monitoring is undertaken.

Contextual Safeguarding (Sometimes known as Assessment of Risk outside the home)

We recognise the importance of considering the context of all our schools to fully assess and reduce the risks to our students. As such, we are aware of the risks presented to our children in their local environment. We know that children are at risk of extra familial harm including forms of exploitation, serious youth violence and teenage relationship abuse. Data obtained from My Concern helps establish key safeguarding issues relating to each of our schools.

Senior leaders within ATLP schools will use this information, plus their local knowledge to identify the contextual safeguarding issues their students face. The ATLP acknowledges that these will be different across our partners. Details can be found in each school's individual policy.

All schools within the ATLP will develop effective and have strong relationships with their families and external agencies to try to prevent safeguarding issues in schools, and in local communities. Appropriate actions will be taken, when necessary, to protect students and families.

Key processes

All staff members will receive annual safeguarding training and regular updates as appropriate to enable them to be aware of the systems within their school which support safeguarding. Key staff will undertake more specialist safeguarding training.

All staff, upon induction, must have the following policies and procedures explained to them. This should include:

- Safeguarding Policy to include Appendix One: Protecting Children from Significant Harm
- Staff Behaviour Policy including Guide to Safer Working Practice
- Information about the role of the DSL including details of who the DSL's are and how to contact them.

All staff must familiarise themselves with the context of these policies and seek further clarification if unsure.

All staff **must** read 'Keeping Children Safe in Education 2020 Part One' and Annex A and sign to acknowledge they have read and understand this document along with 'Guide to Safer Working Practice'. Further support is available if required from DSL's in each school.

Additional guidance can be gained from:

Birmingham City Council Advice Line CASS- 0121 303 1888

Out of hours: 0121 675 4806

Staffordshire First Response 08001313126

Out of hours 08456042886

Warwickshire Education Safeguarding Service 01926742525 or 01926742601

Out of hours 01926886922

West Midlands Police: 0845 113 5000

NSPCC Helpline: 0808 800 5000

NSPCC Whistle blowing hotline: 0800 0280285.

Counter Terrorism Unit Hotline Number – 0800 789 321

LADO: 0121 675 1669

Adult Health, Social Care (for students over 18) on 0121 303 1234

The ATLP will ensure that:

- All staff and visitors are familiar with, and have access to, this policy.
- Safeguarding training and Prevent training are provided annually, to all staff. Provision will also be made to train those starting during the year.
- Regular updates will also be given.
- All DSLs attend appropriate refresher training every 2 years.
- Regular supervision will be offered within the school, usually half termly. This may be extended to others.
- Opportunities are provided across the Partnership for DSLs to meet, share good practice and offer support to each other.
- This document forms part of the induction process for new staff and that staff are asked to take responsibility for familiarising themselves with this policy.
- All staff are alert to the different types of abuse, signs and indicators of abuse and receive annual training to support their understanding of what constitutes abuse and the process for reporting concerns. Details can be found within the appendices.
- Each school has a series of named DSLs, who are appropriately trained and undertake additional training. Details of DSLs can be found in Appendix 3 of this policy and individual school policies.
- All staff are made aware that abuse, neglect, and safeguarding issues are complex and can overlap with one another and rarely stand alone.
- All staff and visitors are alerted to the correct procedure to enable them to deal with a disclosure in line with the guidance which can be found in the appendices.

- Appropriately trained staff are involved with the processes of Early Help Assessment, Early Help Plans and the implementation of individual education plans, inter agency child protection plans, child in need plans and integrated support plans (including Early Help Plan) as and when appropriate.
- All staff follow the procedures for Safer Recruitment with both staff and volunteers.
- All trustees/governors are subjected to an enhanced DBS check and are checked against the Teaching Regulations Agency Barred list (Section 128 check).

Along with the headteacher, in each school, the lead DSL will be responsible for co-ordinating all child protection activities. This may include case monitoring and case review. Appropriate records must be kept and recorded in case files.

The ATLP will ensure that all data about children and their families is handled in accordance with the requirements of the law, and any national and local guidance. ATLP is aware of the changes to Working Together 2020 with specific reference to sharing information and the paragraph on P 106 that states.

“You do not need consent to share personal information provided there is a lawful basis to do so”.

Any member of staff who has access to sensitive information about a child or the child’s family will take all reasonable steps to ensure that such information is only disclosed to those people who need to know in accordance with the ATLP GDPR Policy. Staff will understand that concerns around not sharing data should not come before safeguarding a child and that the Data Protection Act 2018 and GDPR do not prevent the sharing or the withholding of information.

Further guidance can be found in Data protection: a toolkit for schools (DfE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or may be at risk of harm, their duty is to forward this information without delay to the designated person for child protection or a child protection liaison officer, in person.

For additional guidance refer to “Information Sharing: Guidance for Practitioners and managers” (Department for Children, Schools and Families Publications).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

The nominated governor, in each school, will liaise with the headteacher and the DSL to support effective safeguarding in their school and will feedback to the Local Governing Body where appropriate.

All Governors must read Part Two of Keeping Children Safe in Education 2020

The Trust Board will ensure that all ATLP schools:

- Have procedures in place in accordance with the procedures of The West Midlands Safeguarding Children Board, The Staffordshire Children's Safeguarding Board or The Warwickshire Children Safeguarding Board, depending on which LA a school comes under.
- Operate, "safer recruitment" procedures and ensure appropriate checks are carried out on all new staff and relevant volunteers.
- Pay special attention to volunteers, including those under the age of 18, and ensure that they are safeguarded and receive appropriate safeguarding training.
- Ensure the headteacher and all other staff who work with children undertake training annually and receive regular updates throughout the year.
- Ensure that temporary/supply staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities and are appropriately trained.
- Complete the Annual 175 Safeguarding Audit or equivalent, as required by the Local Authority, draw up and implement an action plan to address any areas for development that is presented to and reviewed by the governing body.
- Recognise the stressful and traumatic nature of safeguarding and child protection work and will provide opportunities for staff to talk through their anxiety via supervision.
- Remedy any deficiencies or weakness brought to its attention without delay whether this be via the audit or feedback from other agencies.
- Have procedures for dealing with allegations of abuse against staff / volunteers, and that these procedures are known by all staff.
- Have an appropriate senior member of staff from the leadership team who is the nominated DSL. The DSL will take lead responsibility for safeguarding and child protection and will be explicit in the role-holders job description.

ATLP schools may choose to have one or more deputy DSLs. All deputies will be trained to the same standard as the DSL. However, whilst the activity of the DSL can be delegated to an appropriately trained deputy, the ultimate lead responsibility will remain with the DSL.

During term time, the DSL and/or deputy will always be available during school hours. Adequate cover will be arranged for any out of hours/out of term activities.

The DSL and any deputies will undergo training to provide them with the knowledge and skills to carry out their role. This training should be updated every two years. In addition to this formal training, other opportunities (DSL networks & courses), should be made available at regular intervals but at least annually.

The governing body will appoint a designated teacher for looked after and previously looked after children who will promote the educational achievement of these children, be appropriately trained, and have the necessary experience to fulfil this role. The designated person will also work alongside the Local Authority to support young people who cease to be looked after and become care leavers.

A member of the Executive Team (usually a Director of Education) will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the headteacher.

The CEO will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against a member of the Executive Team.

The Chair of the Trust Board will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the CEO.

Our role in preventing abuse.

The ATLP pays full regard to Keeping Children Safe in Education 2020 and follows the procedures laid down for safer recruitment and selection of staff including undertaking appropriate checks through the Disclosure and Barring Service, including enhanced checks where appropriate. The recommendations contained in Keeping Children Safe in Education 2020, regarding enhanced Safer Recruitment will be followed.

The ATLP will pay full regard to Keeping Children Safe in Education 2020 in terms of Safer Recruitment, including ensuring that all recruitment material includes reference to our commitment to safeguarding.

At least one member of staff on the interview panel/recruitment process for volunteers will have undertaken the Safer Recruitment Training. All recruitment materials will include specific reference to our commitment to safeguarding and promoting the wellbeing of all its pupils.

The ATLP promotes opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and wellbeing.

Relevant safeguarding issues will be addressed through the curriculum with a focus on British Values including self-esteem, emotional literacy, relationship education, online safety, sexting, and bullying. This will also include Relationship and Sex Education from September 2020. As such the Safeguarding and Child Protection Policy will not be separated from the general ethos of the Partnership, which will ensure all students are treated fairly, feel safe, have a voice and are listened to. Our DSL's will work closely with Curriculum leaders including the PSHE Lead.

Additional guidance to support governing bodies to help keep children safe online is provided in Annexe C of KCSiE 2020.

The ATLP is aware, following the Government published Prevent Strategy of the specific need to safeguard children, young people and families from violent extremism and the need to ensure all members of staff are trained in this respect annually.

Definition of radicalisation and extremism, plus indicators of vulnerability in radicalisation can be found in Appendix Two. In response to this threat a nominated DSL will be the single point of contact (SPOC) who will co-ordinate any response.

The ATLP is aware of the need to safeguard students who are vulnerable to child sexual exploitation, honour-based abuse which encompasses incidents or crimes which have been committed to protect or defend the honour of a family. This

includes child forced marriage and female genital mutilation, involvement in gangs, private fostering and trafficking. The need to safeguard children from peer abuse should be recognised. Peer on peer abuse can manifest itself in many ways including sexting, sextortion, youth produced sexual imagery and cyber bullying. Staff will be aware of the different gender issues that might be prevalent when dealing with peer-on-peer abuse and the importance of promoting healthy relationships.

The ATLP is aware of the cross-government definition of domestic violence to include controlling and coercive behaviour, and the adverse impact this can have on all children who may witness or be exposed to this type of abuse.

The ATLP will work together with the local Police force (Operation Encompass) to provide emotional and practical help in cases of domestic abuse.

Additional guidance on sexting, child sexual exploitation, child criminal exploitation, serious violent crime, gangs, county lines, cyber bullying, peer on peer abuse and other issues can be found in Appendix One.

Annex A of KCSiE 2020 also includes guidance on children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation: county lines, domestic abuse, including controlling and coercive behaviour and homelessness, so called honour based violence (including FGM and forced marriage), preventing radicalisation, peer on peer abuse, sexual violence and sexual harassment between children in schools, what is sexual violence and sexual harassment, up skirting ,and the response to a report of sexual violence or sexual harassment.

ATLP is also aware of The Homelessness Reduction Act (2017) and the need to work with Social Care and Housing to prevent young people becoming intentionally homeless.

Annex A also includes the guidance 'Sexting in Schools and College' – responding to incidents and safeguarding young people (UK CCIS 2016). These issues will be addressed through curriculum content and special events.

The ATLP is aware of safe protocols for using mobile phones and cameras in school and has due regard to the risks from up skirting and voyeurism, along with others. All Early Years settings will follow the guidance for the use of mobile phones detailed in EYFS document.

The ATLP will monitor 'Children Missing from Education' and those who have 'Left School No Trace' and the inherent risk this can present. This includes the new reporting guidance when a student name is removed from the admission register under any of the 15 grounds set out in the regulations.

The DSL's will work closely with the attendance officers.

The ATLP will notify the Local Authority when a student name is added at a nonstandard transition point (further details available in the guidance).

The ATLP will notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.

The ATLP will notify the Local Authority of any student who is deleted from the admission register.

The ATLP will hold 2 or more emergency contact numbers for each student to support our safeguarding processes.

The ATLP pays due regard to the current legislation concerning the statutory requirement to report any suspected cases of FGM. When a member of staff suspects or discovers that an act of FGM is going to be or has seen to have been undertaken on a girl under 18, they will pay due regard to the mandatory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions. It is advised that the teacher should consider discussing the situation with the DSL and seek advice/support from the appropriate children's safeguarding board unless they have a good reason not to, before a decision is made as to whether it is a case of FGM or not, therefore the mandatory reporting duty applies.

The ATLP is aware of the behaviours associated with drug taking, alcohol abuse, deliberately missing education and sexting that can put young people in danger.

The ATLP is aware of the risks posed to children by criminal exploitation and gang affiliation and the links to serious violent crime county lines and will work with other agencies to support these victims and disrupt activity.

The ATLP is aware of the links between mental health and safeguarding and understands that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse. Whilst only trained professionals can make a diagnosis, staff working within schools across the ATLP are well placed to observe children daily and will take the appropriate action if there is a safeguarding concern.

The ATLP is aware of the impact of adverse childhood experiences on children.

The ATLP will ensure the No Platform Policy is adhered to within its schools.

The ATLP will, when appropriate, share the lessons learned from Child Death Practice Reviews and Homicide reviews.

The ATLP will follow the new regulations regarding private fostering and the need to report such situations to Social Services. A private fostering arrangement is one that is made privately for the care of a child under 16 (under 18 if the child has a disability), by someone other than a parent or immediate family member. The Children's Act defines an immediate family member as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership).

The ATLP will notify BCC/SCC/WCC of any known child death.

The ATLP will adhere to the new guidance, Children Who Pose a Serious Risk to Others in School (School Safety Plan) and Keeping Children Safe in Education 2020.

The ATLP is very much aware of the link between vulnerability and safeguarding. All vulnerable should be identified, and measures put in place to offer additional support where appropriate.

The ATLP is aware that there are circumstances when it is appropriate for staff in school to use “reasonable force” to safeguard children. This term may cover a range of actions such as breaking up a fight to leading a child to safety. Reasonable, under these circumstances, means using no more force than is needed. Additional advice is available from [https:// www.gov.uk/government publications/use-of-reasonable-force - in -schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools).

The ATLP will adhere to the new guidance published by the NSPCC – When to call the police.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The ATLP is aware of children potentially at risk of greater harm and who have an allocated Social Worker (Child in Need and Child Protection Plans LAC). This information will aid and inform decisions about safeguarding, including the provision of pastoral and academic support in line with the findings from the Child in Need review.

Responding to concerns about a child

Dealing with disclosures:

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child, tell him/her you are pleased he/she is speaking to you.
- Never enter 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 to do this. State who this will be and why.
- Tell him/her that you believe them. Children very rarely lie about abuse, but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his/her fault.
- Encourage the child to talk but do not ask ‘leading questions’ or press for information.
- Listen and remember.
- Use T.E.D. Tell me, explain, describe.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what he/she experienced is dirty, naughty, or bad.
- It is inappropriate to make any comments about the alleged offence.
- Be aware that the child may retract what he/she has told you. It is essential to record all you have heard.
- 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.
- Never take photographs of marks or ask a child to remove any clothing. Staff should always be aware of their own vulnerability and take steps to minimise risk.

NB. It is not staff members' 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.

However, where unmet needs have been identified using such a model, but there is no evidence of significant harm, the DSL will add the name of the young person to the records of children with a safeguarding vulnerability and begin an in-school response in line with Early Help.

If needs continue to be unmet, the DSL will escalate the response to ensure the unmet safeguarding needs are addressed. This may include a Think Family or Social Care response via a Request for Support seeking advice from Children's Social Services

If needs continue to become unmet and referrals are not acted upon, the Lead DSL will use the process outlined in the appropriate Escalation Policy to ensure the child's needs are met until a conclusion is achieved.

Immediately afterwards

You must not deal with this yourself.

Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the headteacher / DSL. These concerns must be recorded, and copies of the referral form filed in line with school procedures.

You must report concerns to the right person and in person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. A disclosure may come in many forms. Listening to and supporting a child / young person who has been abused can be traumatic for the adults involved. Support will be made available to staff from the DSL or headteacher.

If it is felt that the child's needs fall into a category of Universal Plus or Additional Needs, the DSL will offer and seek advice about an Early Help Assessment. If the concerns are deemed complex and significant this will be referred to Children's Social Care.

When invited, the DSL will participate in a strategy meeting, adding the school held intelligence to the discussion.

Responding to concerns about a child

1. Where the ATLP has concerns about a child, the appointed DSL will decide what steps should be taken and will advise the headteacher.
2. Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
3. The ATLP will ensure child protection records are stored securely in a central place separate from other records. Schools within the ATLP use My Concern. Files will be kept for at least the period which the child is attending the school, and beyond that, in line with current data legislation.
4. Access to these records by staff other than by the DSL will be restricted, and a written record will be kept of who has had access to them, and when, where appropriate.
5. Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
6. **No information will be disclosed to a parent held on a child if this would put the child at risk of significant harm.**
7. If a child moves from a school within the ATLP, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature. **Transferring schools will forward child protection records to their new destination in their entirety. Schools are permitted to keep a copy of the chronology sheets for their own records.** Contact between the two schools may be necessary. Each school will record where and to whom the records have been passed and the date.
8. If sending by post, children's records will be sent by 'Special / Recorded Delivery'. For audit purposes a note of all children's records transferred or received should be kept in either a paper or electronic format, this will include the child's name, date of birth, where and to whom the records have been sent and the date sent and / or received.

Responding to allegations about a member of staff:

1. **The ATLP Allegations of Abuse against Staff Policy should be followed along with the guidance in KCSiE Part four.**
2. All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. **All staff must adhere to the ATLP guidance in respect to safe conduct as well as guidance given on professional standards and conduct.** (Reference Teachers' Standards) and the latest edition of 'Guidance for safer working practices for those working with children and young people in education settings.

This Includes references to:

- Risk Assessment
- Educational Visits Guidance/ School transport
- Use of letters, mobile phones, texts, emails, and social networking sites.

- Acceptable use of IT Policy/E-safety/Social media/Remote working
 - Behaviour policy
 - Health and Safety Procedure
 - Home Visits/ Lone working
 - Visibility in any individual contact with children
 - Ensuring parental and managerial consent where individual work with Children is required.
 - Areas of practice requiring joint work/paired work.
 - Any other specific guidance is provided by the school or national bodies.
 - Restraint policy / Reasonable force – where appropriate
 - Intimate care – where appropriate
 - Supporting Pupils with Medical Conditions Policy
 - First Aid
3. Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should be aware of 'Whistle Blowing' procedures.

Procedures

1. The ATLP adheres to the **West Midlands Safeguarding Children Board Procedures, The Staffordshire Children's Safeguarding Board, the Warwickshire Safeguarding Board and the Birmingham Education Services Child Protection Procedures**, (The Children's Trust). Copies of these are kept by headteachers and must be the subject of training and be available to all staff and governors.
2. The headteacher will identify a DSL for child protection co-ordination in the school. The head will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained.
3. The DSL will ensure the following reporting and recording procedures are maintained whether this be electronically on My Concern or similar or in paper form as detailed below.
 - Incident report form (catalogued and cross referenced to the incident book).
 - Incident book (hard bound, containing consecutive numbers of referral forms, name of child, name, signature, and date of person submitting the form, name, signature, and date of DSL receiving the report). Copies will be kept separate from the child's school records.
 - Wherever possible My Concern will be used to record all safeguarding information.
4. Phone calls to Children's Social Services asking for advice will also be recorded either electronically or in the hard-bound book.
5. The Trust Board will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSL, other staff and the governing body, the number of cases referred (without details) and the place of child protection in the curriculum. This function will be delegated to the local governing body for each individual school within the Partnership who will receive the report on behalf of the Trust Board.

6. ATLP will follow the statutory guidance in Keeping Children Safe in Education 2020 about safer recruitment procedures.
7. ATLP is aware of the changes to Safer Recruitment guidance (Criminal Records System November 2020) with specific regard to Under 18's, multiple convictions and cautions and convictions which must be disclosed during interview.

Parents and Carers

This policy will be made freely available to parents via the ATLP website. Hard copies are available upon request.

Further details can be found in of Appendix One 'Protecting Children from Significant Harm – Staff and Visitor Guidance'.

This section details local procedures as well as the different types and indicators of abuse, and how to respond to a disclosure and confidentiality. There is also important information for all staff on how to keep themselves safe.

Additional guidance can be found.

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect 2.26 Children who abuse others West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	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	Birmingham Police and Schools Panels

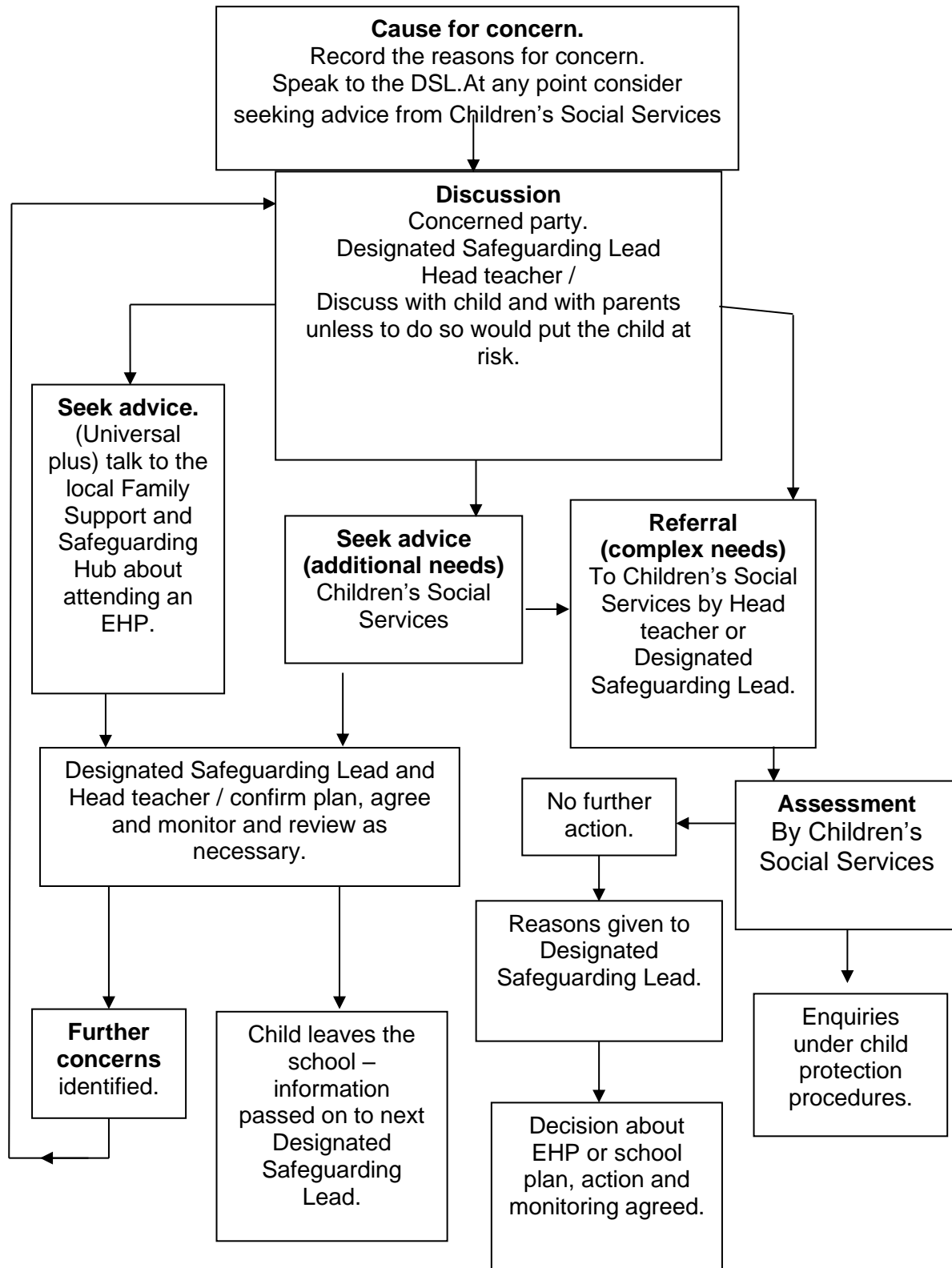
	http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) 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 Homelessness Reduction Act 2017	HCLG DfE
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf 2.5 Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group Teaching safety online in school	BCC Education Safeguarding Birmingham Police and Schools Panels DfE
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

	<p>https://www.gov.uk/government/policies/violence-against-women-and-girls</p> <p><u>2.24 Honour-based violence West Midlands Safeguarding Children Group</u></p>	
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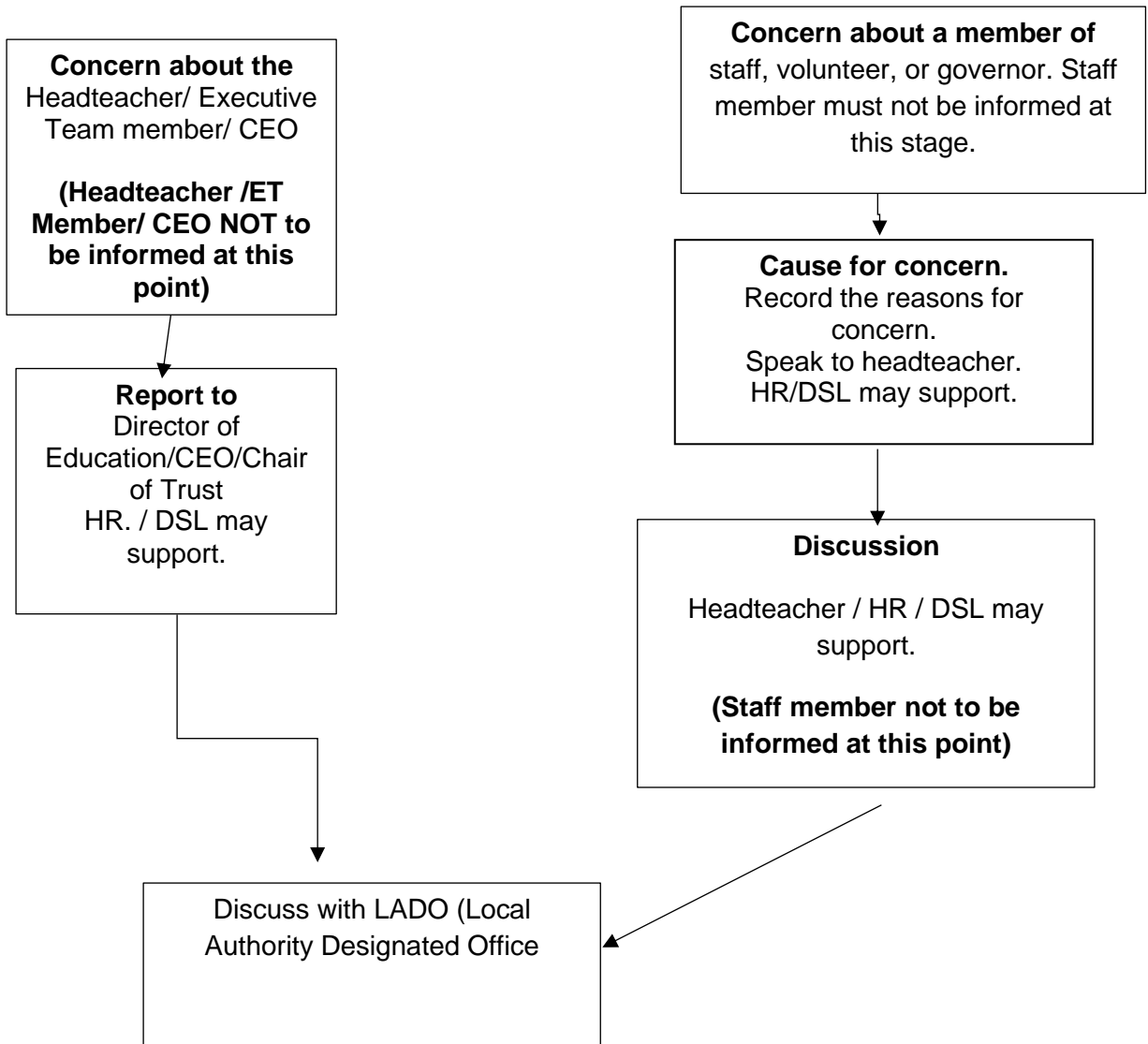
THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD

If the child is in immediate danger phone 999



RESPONDING TO CONCERNS ABOUT A STAFF MEMBER OR HEADTEACHER/EXECUTIVE TEAM MEMBER/CEO



APPENDICES

List of Appendices

Appendix 1: attachment)	Protecting Children from Significant Harm booklet (see separate
Appendix 2:	Indicators of Vulnerability to Radicalisation
Appendix 3:	Key contacts for each school within the ATLP
Appendix 4:	List of acronyms used within this document.
Appendix 5.	Useful definitions

A further range of policies and information can be found on the school website and on the West Midlands Safeguarding Children's Board website

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
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 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. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experience discomfort about their place in society.
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may

- contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 - More critical risk factors could include:
 - Being in contact with extremist recruiters.
 - 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 disadvantages.
 - Justifying the use of violence to solve societal issues.
 - Joining or seeking to join extremist organisations; and
 - Significant changes in appearance and/or behaviour.
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
 - Consideration should also be given to employees, volunteers or other adults known to the school, who may be subject to radicalisation. Similar risk factors apply, and the procedures laid out in this policy should be followed.
 - Safeguarding students who are vulnerable to radicalisation.
 - Since the publication of the first version of Prevent, ATLP has been aware of the need to safeguard all members from extremist ideology. We are aware that extremist groups both internationally and locally have tried to radicalise young people.
 - The ATLP school values freedom of speech and the expression of belief and ideology as fundamental rights underpinning of values. However, we also recognise that freedom comes with responsibility and we are all subject to the laws and policies governing our schools.
 - Therefore, we seek to protect young people against the message of violent extremism including these linked to Islamist ideology, Far Right/Neo-Nazi/White Supremacy, Animal Rights, and others.
 - ATLP is aware of the support available via the Chanel programme and will encourage those students identified as being vulnerable to being drawn into terrorism to engage with this confidential, voluntary multi agency process.

- Our Senior Leaders will assess the level of risk within our school communities and put plans in place to reduce this risk. The risk will be reviewed as part of our Annual 175 return.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

Each of the ATLP schools will identify a SPOC. These are listed in the appendix 3.

SPOC'S are responsible for:

- Ensuring that the staff of the school 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 students/pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which led to terrorism.
- Raising awareness about the role and responsibilities of the ATLP in relation to protecting students/pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* 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.

- * 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.

LEAD CONTACTS FOR EACH SCHOOL WITHIN THE ATLP

SCHOOL	DSL	Deputy DSL	NOMINATED GOVERNOR FOR SAFEGUARDING	SPOC
BROOKVALE SCHOOL	Mr S Day HT	Mrs A Trigg		Mr S Day HT
HILL WEST SCHOOL	Dr B Clarke, HT	Mrs Hannah Cook DHT Mrs Rebecca George AHT Dr Rhian Warrack AHT Mrs Jaimey Thomas AHT	Mrs G Jones	Dr B Clarke, HT
MERE GREEN SCHOOL	Mrs K Brookes	Mr Sean Boyd	Mrs Phillipa Sherlock-Lewis	Mrs K Brookes
WILLIAM MacGregor SCHOOL	Ms S Norton, HT	Annette McNerlin, Fiona Allen and Natalie Jones	Ms B Hardy	Ms S Norton, HT

SCHOOL	DSL	Deputy DSL	NOMINATED GOVERNOR FOR SAFEGUARDING	SPOC
SCOTCH ORCHARD SCHOOL	Mrs J Bishop, HT	Mrs L Braybrooke	Mr Andrew Williams	Mrs J Bishop, HT
SLADE SCHOOL	Mrs J Maskell HT	Mr Danny Jones	Mr J Gharda	Mrs J Maskell HT
STOCKLAND GREEN SCHOOL	Ms R Goode, DHT	Lawrence Carey AHT	Mr S Davis	Ms R Goode, DHT
THE ARTHUR TERRY SCHOOL	Mr M Gannon, DHT	Sophie Webster	Mrs M Connelly	Sophie Webster
THE COLESHILL SCHOOL	Mrs Karen Cornell, DHT	Mr Scot Jordan	Mrs M Stephenson	Mrs K Cornell
CURDWORTH PRIMARY SCHOOL	Mrs L Dodd, HT	Daisy Chetwynd (AHT)	Ms E Bullock	Mrs L Dodd, HT
JOHN WILLMOTT SCHOOL	Paul Averis DHT	Angela James FSW	Ms Levain Preston	Paul Averis DHT
TWO GATES PRIMARY SCHOOL	Mrs N Llewelyn-Cook, HT	Sophie Smart	Mrs S Watts	Mrs N Llewelyn-Cook, HT

SCHOOL	DSL	Deputy DSL	NOMINATED GOVERNOR FOR SAFEGUARDING	SPOC
	Mrs H Pugh – Early Help/Assistant SENDCo	Assistant Headteacher		
NETHER STOWE SCHOOL	Miss D Sullivan, Senior Assistant Head	Mr S Peace AHT, Mr A Cunningham CH, Mr M Dolman CH, Mr B Novis CH, Mr R Sault CH, Mrs L Finday Assistant SENCO	Mr P Bentley	Miss D Sullivan Senior Assistant Head
COTON GREEN PRIMARY SCHOOL	Mr Richard Osborne, HT	Mrs E Pursehouse, Mrs J Tanner	Mrs Eve Smith	Mr R Osborne, HT

APPENDIX FOUR

Acronyms used within the policy.

ATLP-Arthur Terry Learning Partnership

GDPR –General Data Protection Regulations

SEND -Special Educational Needs and Disability

DSL-Designated Safeguarding Lead

DBS- Disclosure Barring Service

LAC-Looked After Child

CSE-Child Sexual Exploitation

CCE-Child Criminal Exploitation

NSPCC-National Society for the Protection Cruelty to Children

BCSC-Birmingham Children’s Safeguarding Board

BCC- Birmingham City Council

WCC-Warwickshire County Council

WSCB -Warwickshire Safeguarding Children Board

SCC- Staffordshire County Council

SSCB-Staffordshire Safeguarding Children Board

CME-Children Missing Education

CCIS-Council for Child Internet Safety

RHRT-Right Help Right Time

CASS- Child Advice and Support Service

SCR- Single Central Record

CTU-Counter Terrorism Unit

DfE- Department for Education

FGM- Female Genital Mutilation

LADO- Local Authority Designated Officer

IT - Information Technology

EHP- Early Help Plan

SPOC- Single Point of Contact

RE- Religious Education

EYFS – Early Years Foundation Stage

Appendix 5 Definitions

Safeguarding and promoting the welfare of children

Defined for the purposes of this guidance as:

- a. protecting children from maltreatment.
- b. preventing the impairment of children's **mental and physical health** or development.
- c. ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- d. taking action to enable all children to have the best outcomes.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the **impact of witnessing ill treatment of others**. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Domestic abuse

Domestic abuse can encompass a wide range of coercive and controlling behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, **teenage relationship abuse and adolescent to parent violence**. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse continues to be a prevalent risk factor identified through children social care assessments for children in need. Domestic abuse has a significant impact on children and young people. Children may experience domestic abuse directly, as victims in their own right, or indirectly due to the impact the abuse has on others such as the non-abusive.

Updates

All codicil updates will be listed below in chronological order. Once updates have been made, the amended policy will then be shared across the ATLP. Head teachers in each school should notify staff of the changes.

Date of change December 10th, 2020 Codicil

Changes made by Sue Bailey Lead DSL

Page number	Insert
Page 4	Change the Stoke on Trent and Staffordshire Children's Safeguarding Board to The Staffordshire Children's Safeguarding Board
Page 5	Change The Stoke on Trent and Staffordshire Children's Safeguarding Board to The Staffordshire Children's Safeguarding Board
Page 9	Change the Stoke on Trent and Staffordshire Children's Safeguarding Board to The Staffordshire Children's Safeguarding Board
Page 17	Change the Stoke on Trent and Staffordshire Children's Safeguarding Board to The Staffordshire Children's Safeguarding Board

Date of change January 6th, 2021

Changes made by Sue Bailey Lead DSL

<u>Page Number</u>	<u>Insert/ delete</u>
<u>Page 4</u>	<u>Add "updated December 2020" after Working Together to Safeguard Children 2018</u>
<u>Page 34</u>	<u>Appendix 5 added to include key definitions of terms used</u>
<u>Page 7</u>	<u>Add "Sometimes known as Assessment of Risk Outside the home" after Contextual Safeguarding</u>

Page 7	<u>Add teenage relationship abuse to extra familial issues</u>
<u>Changes made March 4th</u>	
<u>Page 30</u>	<u>Delete Mr L Barnes</u> <u>Add Ms Levain Preston</u>
<u>Page 30</u>	<u>Delete Vacant</u> <u>Add Mrs M Connelly</u>