



Safeguarding & Child Protection Policy MW Impact

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PART ONE: SAFEGUARDING POLICY

1. 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.

Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSIE following the enactment of The Education and Training (Welfare of Children) Act 2023.

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

- The most recent version of Working Together to Safeguard Children (DfE)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2024)
- 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)

MW Impact believe that:

- *Our young people have the right to be protected from harm, abuse and neglect.*
- *Our young people have the right to experience their optimum mental and physical health.*
- *That every child has the right to an education and young people need to be safe and to feel safe in their academy.*
- *Young people need support that matches their individual needs, including those who may have experienced abuse.*
- *Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs.*
- *Our young people should be encouraged to respect each other's values and support each other.*
- *Our young people have the right to be supported to meet their emotional, social and mental health needs, as well as their educational needs*
- *MW Impact 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 have an important role to play in safeguarding young people and protecting them from abuse and considering when mental health may become a safeguarding issue.



<ul style="list-style-type: none"> • Mental Health & Behaviour in Schools • Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) • Birmingham Safeguarding Children Partnership threshold guidance <u>Right Help Right Time</u> • Birmingham RSE Primary Offer • Sharing nudes and semi-nudes: advice for education settings working with children and young people • 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 	
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2. Overall Aims

<p>This policy will contribute to the protection and safeguarding of all students in the MW Impact register and promote their welfare by:</p> <ul style="list-style-type: none"> • Clarifying standards of behaviour for staff and students; • Contributing to the requirement of a safe, resilient and robust ethos in the organisation, built on mutual respect and shared values; • Introducing appropriate work within the curriculum; • Encouraging students to participate; • Alerting staff and partners to the signs and indicators that all may not be well; • Developing staff awareness of the causes of abuse; • Developing staff awareness of the risks and vulnerabilities their students face; • Addressing concerns at the earliest 	<p><i>Within MW Impact we will:</i></p> <ul style="list-style-type: none"> • <i>Identify and protect all students especially those identified as vulnerable students.</i> • <i>Identify individual needs as early as possible and design plans to address those needs.</i> • <i>Work in partnership with students, parents/carers, schools and other agencies.</i> <p><i>Our policy extends to any establishment we are working in partnership with and alongside to support the needs of their students</i></p> <p><i>MW will internally monitor and discuss any concerns that may arise, needing further investigation and discussion with relevant professional bodies and partners.</i></p>
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<p>possible stage;</p> <ul style="list-style-type: none"> • Reducing the potential risks students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation; • Recognising risk and supporting online safety for students, including in the home • Recognising that Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'. 	<ul style="list-style-type: none"> • <i>Ensure that all staff are aware of and follow the DfE guidance on the use of generative AI in education as detailed at Generative artificial intelligence (AI) in education guidance</i>
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3. Guiding Principles

<ul style="list-style-type: none"> • Have conversations and listen to children as early as possible; • Understand the child's lived experience; • Work <u>collaboratively</u> to improve children's life experience; • Be <u>open</u>, honest and transparent with schools and relevant supporting agencies 	<p><i>All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.</i></p> <p><i>It also means that where early help is appropriate, the designated safeguarding lead will liaise with other agencies and completing an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.</i></p>
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4. Expectations

<p>All staff will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding & Child Protection Policy; • Understand their role in relation to safeguarding; • Be alert to signs and indicators of possible abuse • Record concerns and give the record to the DSL; • 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 professionals meetings involving a child on our register 	<p><i>This means that:</i></p> <ul style="list-style-type: none"> • All staff will receive annual safeguarding training and update briefings as appropriate. • Key staff will undertake more specialist safeguarding training as agreed by the Leadership team.
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5. The Designated Safeguarding Lead (DSL)

<ul style="list-style-type: none"> • 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 	<p><i>Any steps taken to support a young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>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.</i></p> <p>No staff member within MW will disclose to a parent any information held on a young person if this would put the child at risk of significant harm</p>
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<p>information will be dealt with in a confidential manner;</p> <ul style="list-style-type: none"> • Safeguarding records will be stored securely in a central place separate from progress records. Individual files will be kept for each student (where applicable): <ul style="list-style-type: none"> . Files will be kept for at least the period during which the student is attending the organisation interventions, and beyond that in line with current data legislation and guidance; 	
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6. Contextual Safeguarding

<ul style="list-style-type: none"> • The importance of the context in which MW Impact's safeguarding must be considered, including behaviours that are associated with factors outside the school/ organisation which can occur between children outside of these environments; <ul style="list-style-type: none"> i.e. where children are at risk of abuse and exploitation outside of their families. 	<ul style="list-style-type: none"> • <i>Informal and formal assessments of need/ risk for the child;</i> • <i>Case discussions in Safeguarding Team Meetings.</i> • <i>Identification of contextual risk in the community, provided by utilising crime data analysis, partner agency collaborative working and multi-agency intelligence sharing</i> • <i>Focus on high risk factors: Gangs and Youth Violence, ASB, Domestic Abuse and neglect linked to child poverty</i> • <i>Exploitation risk awareness is promoted and a "it could happen here" approach is maintained by all staff.</i>
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7. Mental Health

<p>MW required that all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.</p> <p>Mental Health Support</p> <p>Additional information has been added to help schools prevent and tackle bullying and support students whose mental health</p>	<p><i>This means that:</i></p> <ul style="list-style-type: none"> • <i>All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation</i> • <i>All staff will take immediate action and speak to a DSL and record if they have a mental health concern about a child that is also a safeguarding concern</i>
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<p>problems manifest themselves in behaviour.</p> <p>Department for Education (DfE) (2017) Preventing bullying. https://www.gov.uk/government/publications/preventing-and-tackling-bullying [Accessed 14.7.21]</p> <p>Department for Education (DfE) (2018) Mental health and behaviour in schools https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 [Accessed 14/07/2024].</p>	<ul style="list-style-type: none"> • As a organisation we take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through: • Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the population, and equipping students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this message through activities and interventions; • Identification: recognising emerging issues as early and accurately as possible; • Early support: helping students to access evidence based early support and interventions; and • Access to specialist support: working effectively with partners to provide and support in acquiring swift access or referrals to specialist support and treatment where applicable
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8. Safer Recruitment and Selection

<ul style="list-style-type: none"> • verifying candidates' identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check 	<p>The staff induction process will cover:</p> <ul style="list-style-type: none"> • The Safeguarding & Child Protection policy; • The Staff Code of Conduct; <p>The safeguarding response to children who go missing from education; and the role of the DSL (including the identity of the DSL and any deputies).</p>
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<ul style="list-style-type: none"> any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children. <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.</p> <p>DSLs will be supported to access training as appropriate including training in behaviour and mental health.</p>	<p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work.</i></p> <p><i>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>
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9. Restrictive Interventions

<p>There are circumstances when it is appropriate for staff in MW Impact to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people. This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.</p> <p>Restrictive interventions including reasonable force, restraint and seclusion are recognised as high-risk safeguarding events. All incidents must be managed with the same rigor as other safeguarding concerns.</p> <p>Safeguarding Requirements</p> <p>All restrictive interventions are safeguarding matters because of their potential to:</p> <ul style="list-style-type: none"> Cause physical injury Cause emotional or psychological harm Indicate unmet needs or lack of appropriate adjustments 	<p><i>This means:</i></p> <ul style="list-style-type: none"> <i>By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i> <i>write individual behaviour plans for the most vulnerable young people and agree them with schools and partners</i> <i>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their students and students.</i> <p><i>When using reasonable force in response to risks presented by incidents involving young people including any with SEN or disabilities, or with medical conditions.</i></p> <p><i>'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 students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom</i></p>
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- Disproportionately affect pupils with SEND

Prohibited Practices

The organisation bans:

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

Statutory Recording and Reporting

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

- Reported to the DSL immediately
- Recorded formally the same day
- Reported to parents in writing the same day
- Analysed by the DSL and MW management team

SEND and Vulnerable Pupils

Restrictive interventions must take full account of pupils' SEND and vulnerabilities. The DSL, SENCO and Behaviour Lead will jointly review all incidents involving SEND pupils.

Post-Incident Safeguarding Actions

Following any incident:

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

Definitions

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

MW management must track:

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



10. The MW Impact’s Role in the Prevention of Abuse

<p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the Organisation, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.</p> <p>Safeguarding issues, including online safety will be addressed through all areas of the curriculum including extra familial harm (multiple harms).</p> <p>In any primary phase area within MW, personal electronic devices capable of taking images (including mobile phones, tablets, digital cameras) may not be used other than in the staff room when children are not present. Academy devices may be used to record learning but the devices, and any images taken of children, cannot be taken off site.</p>	<p><i>This means:</i></p> <ul style="list-style-type: none"> <i>We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</i> <i>All our policies which address issues of power and potential harm, for example Anti- Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter- linked to ensure a whole academy approach.</i> <p><i>We also recognise the particular vulnerability of children who have a social worker.</i></p>
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11. What We Will Do When We Are Concerned – “Early Help” Response

<p>Where urgent needs have been identified for a young person by using the Threshold Guidance specific to either Birmingham or Solihull Safeguarding Children Partnership but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The young person’s voice must remain paramount within a solution focused practice framework.</p> <p>The DSL will then oversee the agreed intervention as part of the safeguarding response and ongoing academy-focused support.</p>	<p><i>All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.</i></p> <p><i>Safeguarding leads will assess, plan, do and review plans where required.</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD.</i></p>
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12. Safeguarding Students who are Vulnerable to Radicalisation

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

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

This means that we:

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

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

- *All staff within our organisation will be alert to changes in a young person's behaviour or attitude which could indicate that they are in need of help or protection.*



• **Safeguarding Young People Who Are Vulnerable to Exploitation, Trafficking, Or So-Called ‘Honour- Based’ Abuse (Including Female Genital Mutilation and Forced Marriage**

<p>When a staff member suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that staff member has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary sanctions.</p> <p>The member of staff will also discuss the situation with the DSL who will consult either Birmingham or Solihull local safeguarding partnership before a decision is made as to whether the mandatory reporting duty applies</p>	<p><i>This means that:</i></p> <p><i>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</i></p> <p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</i></p> <ul style="list-style-type: none"> • <i>Forced marriage</i> • <i>FGM</i> • <i>Honour based abuse</i> • <i>Trafficking</i> • <i>Criminal exploitation and gang affiliation</i> <p><i>All staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their session plans.</i></p>
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13. Child on Child Abuse Including Sexual Violence and Harassment

<p>It is important that MW Impact staff can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/ hazing, upskirting, sexual violence and harassment. The Organisation's values, ethos provide the platform for staff and students to clearly recognise that abuse is abuse and it should</p>	<p><i>This means that:</i></p> <ul style="list-style-type: none"> • <i>Adopt a ‘whole organisaion’ approach to tackling sexism.</i> • <i>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.</i>
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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.

We recognise the impact of sexual violence and the fact young people 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.

- *We fully understand that even if there are no reports of peer on peer abuse in our academies it may be happening. As such all our staff and young people are supported to:*
 - *be alert to peer on peer abuse (including sexual harassment);*
 - *understand how the school views and responds to peer on peer abuse*
 - *stay safe and be confident that reports of such abuse will be taken seriously.*
 - *We will follow both national and local guidance and policies to support any young people 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 academies.*

- *We will Refer to 'Peer on Peer Guidance' that can be accessed from local websites. This guide provides more detail about how young people may be harmful to one another in a number of ways which would be classified as 'peer on peer abuse'. The guide details the many forms of peer on peer abuse and includes a planned and supportive response to the issues. It also explains how victims and perpetrators will be dealt with.*
- *In assessing and responding to harmful sexualised behaviour MW DSL will follow the local Good Practice Guidance.*



14. Criminal Exploitation and Gang Affiliation

<p>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</p>	<p><i>This means that:</i></p> <ul style="list-style-type: none"> • Notice and listen to young people showing signs of being drawn in to anti-social or criminal behaviour, • use a risk assessment screening tool to support referrals to the appropriate Children's Services for any children we are concerned about. • Be aware of and work with the police and local organisations to disrupt as much as possible criminal exploitation activity
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15. Responding to an Allegation About a Member of Staff

<p>This procedure must be used in any case in which it is alleged that a member of staff, Trustee, visiting professional or volunteer has:</p> <ul style="list-style-type: none"> • Behaved in a way that has harmed a young person or may have harmed a young person; • Possibly committed a criminal offence against or related to a young person; or • Behaved in a way that indicates s/he may not be suitable to work with young people; • Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children. <p>Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in the organisation to abuse students/ young people. We also recognise that concerns may be apparent before an allegation is made.</p> <p>All staff working within MW Impact must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.</p> <p>Allegations or concerns about staff, colleagues and visitors must be reported directly to a member of the Leadership Team who will liaise with relevant professionals and partners where required and essential.</p>



16. Children with Additional Needs

MW Impact recognises that all students have a right to be safe. Some students 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.

In the event of a one-off serious incident resulting in an immediate decision to remove, the risk assessment should be completed prior to convening a meeting with other agencies and professionals involved with the YP.

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 Children Procedures
Children and the Courts	<p>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</p> <p>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</p>	MoJ advice



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



Health & Wellbeing	<p>http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</p> <p>https://www.birmingham.gov.uk/downloads/file/9462/medicine in schools feb 2018</p>	<p>West Midlands Safeguarding 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>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</p> <p>Teaching online safety in school</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>	BCC
Radicalisation	<p>http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</p>	West Midlands Safeguarding Children Procedures
Violence	<p>http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</p>	West Midlands Safeguarding



	<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>Honour-based violence West Midlands Safeguarding Children Group</p>	<p>Children Procedures</p> <p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p>
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Definitions and Indicators of Abuse

1. Neglect

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor academy attendance or often late for academy



- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from academy
- The child is left at home alone or with inappropriate carers

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.

Dealing with a Disclosure of Abuse

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

- Stay calm;
- Do not communicate shock, anger or embarrassment;
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you;
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why;
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed;
- Tell the child that it is not her/his fault;
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember;
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected;
- Do not tell the child that what s/he experienced is dirty, naughty or bad;
- It is inappropriate to make any comments about the alleged offender;
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all



you have heard, though not necessarily at the time of disclosure;

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know;
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations;
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

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

Immediately after a disclosure

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

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

Indicators of Vulnerability to Radicalisation

1. Radicalisation is defined in KCSiE 2025 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. KCSI E 2025 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity crisis - the student/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal crisis - the student/student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances - migration; local community tensions; and events affecting the student/student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations - the student/student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational need - students/students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;



- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.