



KESH

KING EDWARD VI
SHELDON HEATH ACADEMY

SAFEGUARDING & CHILD PROTECTION POLICY

Responsible Board	Foundation Board & Academy Trust Board
Policy Officer	Company Secretary
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THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM

In pursuit of educational excellence for all



KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM

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1. Introduction

1.1 Purpose

The purpose of this policy is to set out a framework outlining The Schools of King Edward VI in Birmingham (the 'Foundation Charity') and the King Edward VI Academy Trust's (the 'Academy Trust') approach to safeguarding and child protection.

1.2 Definitions

King Edward VI Sheldon Heath Academy is a member of The Academy's of King Edward VI in Birmingham (the 'Foundation Charity') (registration no. 529051) charity, comprises of two Independent Academy's and the Foundation Office. The King Edward VI Academy Trust Birmingham (the 'Academy Trust') (registration no. 10654935) incorporates the Academies. (The Foundation Charity and the Academy Trust are collectively the 'Foundation'.)

- Our Academy is a larger than average sponsored academy with approximately 1,200 11-18 year olds on roll.
- Almost three fifths of our students are classed as pupil premium and approximately three fifths are from ethnic minority backgrounds. Both are well above the national average.
- East Birmingham suffers from higher than average economic and social deprivation. The ward is in the most deprived 20% in England, unemployment is 2% higher than the national average and the number of people without any qualifications 21%, is 10% higher than the average for the rest of England.
- The diversity within KESH is not representative of the wider ward which is mainly White British at the time of the Local Authority's last data collection..
- The Academy works with youngsters that face the full range of social challenges outlined in Appendix B of KCSIE 2022.

- Our Academy's key personnel are Steve Miller (Designated Safeguarding Lead, Assistant Vice Principal), Ms Denise Hopkins (Deputy DSL, Attendance & Family Support coordinator), Mr Bryan Elcock (Deputy DSL Intervention & Student Support Lead)

1.3 Commitment

The Foundation is committed to safeguarding and promoting the welfare of all its pupils.

We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- All children/young people have the right to experience their optimum mental and physical health;
- That every child has the right to an education and children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to express their views, feelings and wishes and voice their values and beliefs;
- All children/young people should be encouraged to respect each other's values and support each other.
All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- By having clear systems and processes in place, identification of needs including poor mental health, will be identified early;
- Schools must contribute to the prevention of abuse; risk/involvement in serious violent crime; victimisation; bullying (including homophobic, bi-phobic, trans-phobic and cyberbullying), exploitation, extreme behaviours, discriminatory views and risktaking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.4 Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental health, physical health or development;
- Ensuring that children are growing 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.

1.5 King Edward VI Sheldon Heath Academy will follow Keeping Children Safe in Education 2022 in reference to:

- Safeguarding information for all staff;
- What King Edward VI Sheldon Heath Academy staff should know and do;

- A child centred and coordinated approach to safeguarding.

1.6 This child protection is hybrid. You can access further information by following the links included within the policy document. This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the Academy, which ensures that students:

- are treated with respect and dignity;
- are taught to treat each other with respect;
- feel safe;
- have a voice and are listened to, ensuring that our approach to safeguarding is child centred; considering at all times the best interests of the child.

1.7 Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play in order to fulfil this responsibility effectively, including identifying concerns, sharing information and taking prompt action.

1.8 The Foundation will fulfil its local and national responsibilities as laid out in the following documents:

[Keeping Children Safe in Education 2022](#)

[The Education and Inspections Act 2006 \(Sections 89, 90 and 91\)](#)

[Education Act 2011](#)

[Children Act 1989](#)

[Equality and Human Rights Commission: Protected Characteristics \(2020\)](#)

[The Equality Act 2010](#)

[Children and Families Act 2014 \(Part 3\)](#)

[The most recent version of Working Together to Safeguard Children \(DfE\) July 2018](#)

[Protection from Harassment Act 1997](#)

[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 \(2018\)](#)

[Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

[Mental Health & Behaviour in Schools](#)

[Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance \(2018\)](#)

[Special Educational Needs and Disabilities \(SEND\) Code of Practice](#)

[Bullying in England April 2013 to March 2018, November 2018. Department for Education \(DfE\)](#)

[PSHCE Association Relationships education, relationships and sex education \(RSE\) and health education](#)

Birmingham Safeguarding Children Partnership threshold guidance [Right Help Right Time](#)
[Multi-agency Statutory Guidance on Female Genital Mutilation](#),
[Protecting Children from Radicalisation: The Prevent Duty, 2015](#)
[Birmingham RSE Primary Offer](#)
[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
[Voyeurism Offences Act 2019](#)
[DfE statutory guidance on Children Missing Education](#)

In our Academy, the following people will take the lead in these areas:

- The Data Protection Officer is: Tim Hasker, Tim.hasker@ske.uk.net
- Our Data Protection Lead is: Mark Lloyd
- Our Equality, Diversity and Inclusion Lead is: Sarah Powell
- Our Senior Mental Health Lead is: Denise Hopkins
- Our Single Point of Contact for Prevent is: Steve Miller
- Our Operation Encompass Key Adult is: Denise Hopkins
- Our Special Educational Needs and Disabilities Coordinator is: Lucy Jensen
- Our Safeguarding Link Governor is: Lynda Roan

2. Aims and Values

2.1 King Edward VI Sheldon Heath Academy will endeavour to provide an environment where every student can feel:

- safe;
- healthy;
- able to enjoy and achieve;
- able to contribute to future economic well-being; and ● able to make a positive contribution.

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

- Adopting a Whole Academy Approach to safeguarding;
Ensuring that safeguarding and child protection underpin all relevant aspects of process and policy development in our Academy;
- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in our Academy, built on mutual respect and shared values;
- Introducing age-appropriate work within the curriculum, including online safety, child-on-child abuse, sexual harassment and extra familial harm;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;

- Developing staff awareness of the risks and vulnerabilities their pupils face;
- Recognising risk and supporting online safety for pupils, including in the home;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to multiple harms including abuse, violence, extremism, exploitation, discrimination or victimisation.

2.3 This means in our Academy we will contribute to supporting our pupils by:

- Identifying and protecting all pupils, especially those identified as vulnerable;
- Identifying individual needs as early as possible; gaining the voice and lived experience of vulnerable pupils and designing plans to address those needs; and
- Working in partnership with pupils, parents/carers and other agencies.

2.4 The Keeping Children Safe In Education Guidance requires that additional information about child-on-child abuse should be included in our Academy's' child protection policies. Our Academy has Anti Bullying Policy which relates to child-on-child abuse available via our website. The Academy's values, ethos and policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

2.5 This Safeguarding and Child Protection Policy extends to any establishment our Academy commissions to deliver education to our pupils on our behalf including alternative provision settings. Our Local Governing Body (LGB) will ensure that any commissioned agency will reflect the values, philosophy and standards of our Academy. Appropriate risk assessments will be completed and ongoing monitoring will be undertaken.

3. Statement of Principles

3.1 These are the eight guiding principles of safeguarding, as stated by the Birmingham Safeguarding Children Partnership;

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

3.2 This means that in our Academy:

- Every child is entitled to a rich and rounded curriculum.
- All staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership¹ (BSCP) in [Right Help Right Time](#), and procedures for [Early Help](#).
- All staff will be enabled to listen and understand the lived experience of children by facilitating solution focused conversations appropriate to the child's preferred communication style.
- It also means that where early help is appropriate, the Designated Safeguarding Lead (DSL)/Deputy (DDSL) will liaise with other agencies and complete an interagency 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.
- Early help cases will be kept under constant review, and if the child's situation does not improve/is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services
- When issues arise, the Principal will speak out, addressing them internally where possible and escalating when this is unsuccessful.
- Governance is corporate and decisions are collective, but individual Governors can and should take the lead on specific aspects of Academy life such as safeguarding.

4. Strategies to safeguard the academy community

4.1 Our Academy has adopted a range of strategies to safeguard and support the whole Academy community, including:

- the consistent promotion of the Academy's Behaviour for Learning Policy which requires all members to respect the rights of others;
- all staff receiving training on child-on-child abuse (see below);
- tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and [protected characteristics](#) including: adopting a 'whole Academy approach' to tackling sexism; challenging homophobic language, 'banter' and racist language; and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way;
- staff being made aware of our Academy's unauthorised absence and children missing from education procedures, adapting attendance monitoring on an individual basis to ensure the safety of each young person at our Academy;
- holding two or more emergency contact numbers for each pupil;
- being alert to indicators of [vulnerability to radicalisation](#) and following the guidance on [safeguarding pupils who are vulnerable to radicalisation](#);

¹ Birmingham Safeguarding Children Partnership works with Birmingham Children's Trust and Birmingham City Council to protect the city's most vulnerable children.

- providing opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being;
- developing policies which address issues of power and potential harm to ensure a whole Academy approach;
- using Smoothwall screening software to monitor offensive and inappropriate language and behaviour used in all documents, emails and websites and taking immediate action to investigate further;
- carrying out an [annual review](#) of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face; teaching pupils to self-regulate their behaviour and encourage them to selfreflect following inappropriate behaviour;
- having effective recording systems including CPOMS, Smoothwall and SIMS;
- having a clear policy of mobile phones not permitted to be in use during Academy hours and on the Academy site;
- staff modelling appropriate moral conduct and expecting pupils to develop an understanding of inappropriate behaviour because it is not the right thing to do, rather than just because they are told not to do;
- training SEMHI Wellbeing Leads in our Academy so pupils can speak to their peers and seek advice;
- celebrating staff and pupil's backgrounds, faiths and cultures through assemblies, form time and the curriculum;
- working with multi-agency teams including police and children's services as appropriate;
- recognising the particular vulnerability of children being supported by external services;
- sharing information on a regular basis and building relationships with families.

4.2 **The use of reasonable force**

There are circumstances when it is appropriate for staff in our Academy to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. 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.

4.2.1 We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect pupils. 4.2.2 '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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. (Government advice for '[Use of Reasonable Force in Schools](#)' is available [here](#).)

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

4.2.4. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances, for example:

- removing a pupil from an area within the Academy if they are causing a disruption;
- preventing a pupil from leaving a room to keep them safe;
- preventing a pupil leaving a room to prevent them attacking another pupil; or ●
● restraining them to prevent them from harming themselves.

4.2.5 By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force is reduced. Therefore, we will write risk assessments for our more vulnerable young people and agree them with parents/carers.

4.3 Child-on-child abuse

4.3.1 We fully understand that even if there are no reports of child-on-child abuse in our Academy it may be happening. As such all our staff and young people are supported to: ●
be alert to child-on-child abuse (including sexual harassment);

- understand how the Academy views and responds to child-on-child abuse; ● stay safe and be confident that reports of such abuse will be taken seriously.

4.3.2 It is essential that all staff understand the importance of challenging inappropriate behaviour between children that are abusive in nature.

4.3.2.1. Down playing certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

4.3.3 We will follow both national and local guidance and policies to support any young person subject to child-on-child abuse. This will include:

- following the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools;
- recognising that “child on child abuse” can occur between and across different age range;
- utilising the [Children who pose a Risk to Children School Safety Plan](#) produced by the local authority;
- when assessing and responding to harmful sexualised behaviour, the Designated Safeguarding Lead (DSL) and Pastoral Team will follow the local good practice guide

[“Responding to Sexual Behaviour in Children and Young People”](#) to enable provision of effective support to any young person affected by this type of abuse. In conjunction with national guidance as set out in ` in education 2022 (Section 5 page 111) “Child on child sexual violence and sexual harassment”.

5. Expectations

5.1 All staff and visitors will:

- Be familiar with this Safeguarding and Child Protection Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency ‘Barred list’ (so-called ‘section 128’ check);
- Be aware of and alert to [definitions and indicators of abuse](#);
- Record concerns on CPOMS and alert the DSL or deputy DSL; and
- Deal with disclosure of abuse from a child in line with the guidance in [Dealing with a Disclosure of Abuse](#) - you must inform the DSL immediately, and provide a written account/CPOMS log as soon as possible.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

5.2 All staff will receive annual Safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

6. A Safer Academy Culture

5.3 Safer Recruitment and Selection

6.1.1 The Academy pays full regard to 'Keeping Children Safe in Education September 2022'. Safer Recruitment practice includes: scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; checking right to work in the UK including EU nationals; and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks.

6.1.1.1 The Academy will only accept a copy of a curriculum vitae alongside a completed application form. A curriculum vitae on its own will not be accepted as it does not provide adequate or comparable candidate information.

6.1.1.2 The Foundation may, as part of the shortlisting process, consider carrying out an online search as part of the due diligence on shortlisted candidates. Any concerns will be raised at the interview stage.

6.1.2 All recruitment materials will include reference to the Academy's commitment to safeguarding and promoting the well-being of pupils and adhere to KCSiE Part Three: Safer Recruitment guidance.

6.1.3 The following Academy staff have undertaken Safer Recruitment training:

- DSL – Steve Miller
- Principal – Becky Elcocks
- Vice Principal – Mark Billyeald
- Site Manager – Jack Ashcroft

The following members of the governing body have also been trained:

- Chair/Safeguarding Governor – Lynda Roan

At least one of these will be involved in all staff recruitment processes and sit on the recruitment panel.

6.2 Induction

All staff must be aware of the systems within our Academy which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- The Safeguarding and Child Protection policy;
- The Behaviour for Learning Policy;
- The staff Code of Conduct
- Attendance and 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).
- Managing allegations and low level concerns policy

Trainee teachers and newly qualified teachers receive an induction to gain a basic understanding of the current approach to keeping children safe online; learn how to improve

this approach where appropriate; and find out about tools which can be used to improve the approach.

Copies of policies and a copy of Part 1 of the KSCIE-2022 document are provided to staff at induction and on the first day of the new academic year. Evidence is be logged to show that each staff member has read and understood the document and posed questions/clarified misunderstanding with the DSL by the end of the second week of term via our online recording system. Where staff join the Academy mid year, evidence that this has taken place is available within two weeks of starting.

6.3. Staff Support

6.3.1 The Foundation recognises the stressful and traumatic nature of safeguarding and child protection work and will therefore support staff by providing an opportunity for them to talk through their anxieties with colleagues or external services as requested, in order to be supported or signposted to services as appropriate.

6.3.2 The Foundation will support regular supervision for the Lead DSL, deputy DSLs and any other front line staff.

6.4 The Foundation's Role in the Prevention of Abuse

The Foundation will promote opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

Opportunities to teach safeguarding through the curriculum

The Academy play a crucial role in preparing pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The Schools in the Foundation have a clear set of values and standards, upheld and demonstrated throughout all aspects of Academy life. These are underpinned by Academy behaviour policies and pastoral support systems, as well as by a planned programme of evidence-based PSHCE/RSE delivered in regularly timetabled sessions and reinforced throughout the whole curriculum.

- The PSRE/RSE program is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The PSHCE program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships;
- boundaries and consent;
- stereotyping, prejudice and equality;

- body confidence and self-esteem;
- how to recognise an abusive relationship, including coercive and controlling behaviour;
- the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support; and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Pupils will also be taught about a breadth of online safety issues categorised into four areas of risk:

content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. **contact:** being subjected to harmful online interaction with other users; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'. **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

6.4.3 The E-Safety Policy covers this in more detail.

7. Roles, Responsibilities, Procedures and Advice if you have concerns:

7.1 Academy staff role in supporting children

Academy staff will offer appropriate support to all pupils, with targeted support for individual pupils who are/have been at risk of harm, including, but not exclusively, those that have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation. Our Academy's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass².

A "Three Houses" led plan is used to identify, implement and review support offered directly in the academy via our interventions. This plan will detail the support being offered, who will be involved and captures the child's wishes and feelings. A copy of the plan will be kept on the students file. Students who require a package of support including external services will be identified via Early Help assessment. This Plan will detail areas of support, who will be

² Operation Encompass is a police and school early intervention safeguarding information sharing partnership which supports children experiencing Domestic Violence and Abuse. It has been running

involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the Academy community through a multi-agency risk assessment. Within King Edward VI Sheldon Heath Academy, we will ensure that the needs of children who abuse others will be considered separately from the needs of their victims.

We will ensure King Edward VI Sheldon Heath Academy works in partnership with parents/carers and other agencies as appropriate and responds appropriately to any allegations against a staff member ([Managing allegations and low level concerns](#)).

INFORMATION FOR STAFF

7.2 Involving Parents/ Carers

In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other school's or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. However, there may be occasions when the Academy will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding & Child Protection Policy through our website.

7.2 1 Working in partnership with parents/carers and external agencies

Schools in the Foundation work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our Academy will, where necessary, liaise with these agencies to implement or contribute to an [Early Help Assessment](#) and Our Family Plan and make [requests for support](#) from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding social worker or family support worker, concerns around escalation of risks will be reported immediately to the social/family support worker, or in their absence, to their team manager.

When invited, the DSL will participate in a Multi-Agency Safeguarding Hub³ (MASH) strategy meeting, usually by conference phone, adding Academy-held data and intelligence to the discussion so that the best interests of the young person are met.

in a number of authorities and police forces, including West Midlands Police force areas such as Sandwell, Dudley and Solihull for a couple of years and in Birmingham since September 2021. ³ Birmingham Multi-Agency Safeguarding Hub is a fully integrated multi-agency team which involves key safeguarding agencies including professionals from social care, police, health and education.

Our Academy will cooperate with any child protection enquiries conducted by Birmingham Children's Trust, ensuring representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

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

Where a pupil is subject to an inter-agency Child Protection Plan or a Team Around the Child/Family (TAC/TAF) meeting, the Academy will contribute to the preparation, implementation and review of the plan as appropriate.

7.2.2 Children in specific circumstances: Private Fostering

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

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

7.3 The Governing Body

The Governing Body is the accountable body and must ensure that they comply with their duties under legislation and attend appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our Academy are effective and support the delivery of a robust whole Academy approach to safeguarding.

The Governing Body should be aware of their obligations under the Human Rights Act 1998³, the Equality Act 2010⁴, (including the Public Sector Equality Duty⁵), and their local multiagency safeguarding arrangements.

In the context of safeguarding, the Governing Body should carefully consider how they are supporting their pupils with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

All governors must have read Part 1 and Part 2 of Keeping Children Safe in Education and confirm that they have understood their roles and responsibilities, including their role in the management of safeguarding, with the Clerk.

Governors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in Academy policies and procedures. The Governing Body should also be prepared to supply information as requested by the three safeguarding partners.

Governing Bodies should ensure that there are appropriate policies and procedures in place and review these annually in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- The Academy operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Governing Body);
- The Principal and all other staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained;
- The Governing Body will ensure that at least one senior member of the Academy's leadership team acts as a DSL, and at least a further deputy DSL is appointed; ● Temporary staff and volunteers are made aware of the Academy's arrangements for safeguarding & child protection and their responsibilities;
- The Academy remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Foundation provides the Governing body with a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all Birmingham Safeguarding Children Partnership procedures;

The Chair of the Governing Body, Lynda Roan is nominated to be responsible for liaising with

³ [Human Rights Act 1998](#)

⁴ [Equality Act 2010: advice for schools - GOV.UK](#)

⁵ The Public Sector Equality Duty is a legal requirement for schools and colleges that are public bodies. [Public Sector Equality Duty \(advice for schools\)](#)

Birmingham Children's Trust in the event of allegations of abuse being made against the Principal.

Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data';
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with Academics' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Our nominated **Governor for Safeguarding and Child Protection is: Lynda Roan** who will receive safeguarding training relevant to the governance role every 2 years. The Nominated Governor is responsible for liaising with the Principal and the DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students. The Nominated Governor will liaise with the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

8. Quality assurance

Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe. This Quality Assurance Framework is aimed at:

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

We will therefore complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

The Birmingham Safeguarding Children Partnership (BSCP) has recommended that “in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in our Academy and multi-agency early help interventions, the number of requests for support being made and the number being accepted.

This means that in our Academy:

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better. We will contribute quality data to inform multi-agency audits and practice reviews.

Our DSL(s) will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

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

9. Monitoring, evaluation and Review

The DSL will ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Local Governing Body regarding this. The DSL will also ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and our role in this.

Additional Information and support can be found on the Academy website safeguarding pages.

[Safeguarding - King Edward VI Sheldon Heath Academy \(keshacademy.com\)](http://keshacademy.com)

10. FURTHER INFORMATION

CHARITY CONTACT DETAILS AND HELPLINES advice and support for parents/carers and students

Forward Thinking Birmingham – Offer care pathways and mental health treatment for Young People aged 0-25

<https://forwardthinkingbirmingham.nhs.uk>

Solar – Emotional wellbeing and mental health services for young people in Solihull

www.bsmhft.nhs.uk/our-services/solar-youth-services/

Young Minds – Emotional and mental health support for young people

www.youngminds.org.uk

Papyrus – Charity offering support to young people suffering from suicidal and harmful thoughts.

www.papyrus-uk.org

Change 4 life – NHS website offering support and advice around healthier lifestyles

www.nhs.uk/healthier-families/

Childline – UK wide confidential advice for children and families on all matters

www.childline.org.uk

Childnet International – Advice and guidance for parents and children regarding online safety

www.childnet.com

CEOP – Advice and reporting group regarding online safety issues

www.ceop.police.uk/Safety-Centre/

Early Help in Yardley – Barnardos – provide Early help services for young people aged 0-25

www.barnardos.org.uk/what-we-do/services/early-help-yardley

Spurgeons – Provide support for young carers living in Birmingham

<https://spurgeons.org/young-carers/>

11. Appendices

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor 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; or 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; or • 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 penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 open masturbation, touching others inappropriately;

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

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 indicates 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 another 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 may be 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.

8. HONOUR BASED ABUSE : FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

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

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of the dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as **such**.

[Marriage and Civil Partnership \(Minimum Age\) Act- law from 27/02/23](#)

This Act extends the law on forced marriage. It creates a new offence which makes it illegal to carry out any conduct whose purpose is to cause a child (aged under 18) to enter into a marriage before their eighteenth birthday, whether or not that conduct involves violence, threats or any other form of coercion or deception. In essence, it will now always be illegal to cause a child to marry, whatever the method used, and whether or not the child lacks capacity to consent to marriage. Marriage' includes religious, civil and cultural ceremonies. This will also cover marriages here or abroad so if a child is a UK national and 'habitually' resident (in England and Wales) along with those non-UK nationals 'habitually resident' (in England and Wales) and are taken abroad the offence will still stand.

Specific guidance for education professionals can be found in Section 8 of the;

[Multi-agency guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage.](#)

Concerns should be noted and shared using the existing Academy safeguarding framework.

Reporting of Female Genital Mutilation (FGM)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation.

[Multiagency statutory guidance on female genital mutilation.](#)

When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

9. CHILD ON CHILD ABUSE

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can have a destructive and harmful impact on the lives of children and young people. It not only affects those being bullied but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally.

Bullying is usually persistent and is often covert, and is a conscious attempt to hurt, threaten, or frighten someone. Bullying impacts on its victims' attendance and attainment at school and can have a lifelong impact on some young people's lives.

10. MENTAL HEALTH AND WELLBEING

Historically students and families of KESH Academy have had to contend with a wide range of adverse childhood experiences (ACE's). The past two years has seen an unprecedented global pandemic further exacerbating these ACE's for our most vulnerable community members.

National government and the Academy have recognised this as evidenced in the increased support required around mental health by the update to KCSIE in Jan 21 and the Academies practice throughout this period.

Good mental health and well being are essential for students to achieve their academic potential as well as necessary for an active and fulfilled future life and citizenship.

Poor mental health can also be an indicator of other vulnerabilities.

All staff are trained to be aware of indicators of poor mental health and wellbeing.

All staff are aware of the reporting procedures for their concerns via our CPOMS system

All referrals will be screened by DSL/Pastoral teams and actioned according to need.

The academies tiered pastoral system will provide bespoke in house mental health support for students where a sessional one to one support response is deemed appropriate. This is delivered by Level 3 Mental Health First Aid trained staff members.

Where more specialist support is required the Academy counsellor will be available to offer support.

Vulnerabilities that require interventions beyond this will be sought externally in keeping with the Working Together to Safeguard Children ethos.

The DSL Team will identify and reach out to external specialist support such as Forward Thinking and work alongside these to support our students and their families.

APPENDIX 2

DEALING WITH A DISCLOSURE OF ABUSE

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

Stay calm.

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

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

Immediately after a Disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Principal, DSL or in exceptional circumstances by the staff member who has raised the concern. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Principal.

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER and MANAGING LOW LEVEL CONCERNS

1. Examples of inappropriate behaviours by staff/governors/volunteers are set out in the MAT policy [Managing allegations and low level concerns](#)

If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Principal must be informed immediately. The Principal will immediately implement the steps set out in Managing allegations and low level concerns.

APPENDIX 4

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 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. 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 Academy staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences 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.
 7. 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;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 5

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

The SPOC for King Edward VI Sheldon Heath Academy is Steve Miller, who is responsible for:

- Ensuring that staff of the Academy 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 lead to terrorism;
- Raising awareness about the role and responsibilities of ACADEMY NAME in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the Academy's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the Academy about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Academy for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel⁸ 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.

⁸ 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.

Responding to concerns about a child

CONCERN ABOUT A CHILD:
Record on electronic recording system
CPOMS and direct to the DSL Team – There should always be at least two named DSL trained staff alerted
IF the concern is URGENT staff should physically communicate with a named DSL or contact CASS on 0121 303 1888 and share their concern.

In our school **King Edward VI Sheldon Heath Academy**
Our safeguarding governor is Lynda Roan.
Our DSL(s) are **Steve Miller**, Denise Hopkins and Bryan Elcock



DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)
The outcome from this review will inform the next steps that the team will take to support the student and address the issue.

At any point consider seeking advice: Children's Advice Support Service (CASS)
0121 303 1888

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

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

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

