



Safeguarding & Child Protection Policy Fairfax Multi-Academy Trust

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PART ONE: SAFEGUARDING POLICY

1. Introduction

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

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 Post16 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 2021.

This means that all academies within Fairfax Multi-Academy Trust (FMAT) are committed to safeguarding and promoting the welfare of all their students. We 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. All academies in the FMAT will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *All FMAT academies will contribute to the prevention of sexual harassment, abuse (including child on child abuse), risk/ involvement in serious violent crime,*

victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.

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

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

- › Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).
- › Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- › The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- › Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- › Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- › The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and principal should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

- › [The Public Sector Equality Duty](#) which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- › [West Midlands Safeguarding Children Procedures](#)
- › [Mental Health & Behaviour in Schools](#)
- › [Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- › [Relationships education, relationships and sex education \(RSE\) and health education](#)
- › [Voyeurism offences act 2019](#)
- › [Children missing education](#)
- › [The Data Protection in Schools Toolkit](#)

2. Overall Aims

This policy will contribute to the protection and safeguarding of all students in the FMAT and promote their welfare by:

- Clarifying standards of behaviour for staff and students.
- Contributing to the establishment of a safe, resilient, and robust ethos in the academies, built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging students 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 students face.
- Addressing concerns at the earliest possible stage.
- 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'.

This means that in all academies in the Fairfax Multi- Academy Trust we will:

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

Our policy extends to any establishment our academies commission to deliver education to our students on our behalf, including alternative provision settings.

The Trust Board/Academy Association will ensure that any commissioned agency will reflect the values, philosophy and standards of the Trust. Confirmation should be sought from each academy that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

3. Guiding Principles

These are the seven guiding principles of safeguarding that **all** academies in the FMAT follow:

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

This means that in all academies in the Fairfax Multi- Academy Trust we will:

- Be aware of the guidance issued by Birmingham or Solihull Safeguarding Children Partnership, and procedures for Early Help.
- 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.

It also means that where early help is appropriate, the designated safeguarding lead/deputy 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.

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.

4. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, and governors in the academy. Our policy and procedures also apply to extended school and off-site activities.

The academy plays a crucial role in preventative education. This is in the context of a whole-academy approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex, and health education (RSHE), which is inclusive and delivered regularly, tackling 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 FGM and how to access support.
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually, including any interim updates issued by the DfE.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance and completed annual safeguarding update training.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g., sites they need to visit or who they'll be interacting with online)
- Provide a safe space for students who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour

policy, and the safeguarding response to children who go missing from education.

- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection

The designated safeguarding lead (DSL)

- The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the academy. This includes online safety and understanding our filtering and monitoring processes on academy devices and academy networks to keep students safe online.
- During term time, the DSL will be available during academy hours for staff to discuss any safeguarding concerns.
- When the DSL is absent, the Deputy DSL will act as cover.
- The DSL will be given the time, funding, training, resources, and support to:
 - Provide advice and support to other staff on child welfare and child protection matters.
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
 - Contribute to the assessment of children.
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
 - Have a good understanding of harmful sexual behaviour.

- Have a good understanding of the filtering and monitoring systems and processes in place at our academy.
- Keep the principal informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the academy's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- Ensure staff are aware of the new online filtering and monitoring standards introduced in 2025.
- Ensure staff within the academy are trained appropriately to understand online safety risks and reporting mechanisms.
- The full responsibilities of the DSL and [deputy/deputies] are set out in their job description.

The Academy Governors and Directors

- The governors and Directors will:
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our academy's local multiagency safeguarding arrangements.
- Appoint a senior board level (or equivalent) lead and a link Local Associate to monitor the effectiveness of this policy in conjunction with the full governing board.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the academy has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support the academy in meeting these standards.
- Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
 - Online safety is a running and interrelated theme within the whole school approach to safeguarding and related policies.
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
 - The academy has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure.
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
 - Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the academy roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the academy about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the academy premises, and that any agreement to use the premises would be terminated if the other body fails to comply.
 - This means that:
 - All governors must have read part 1 and 2 of "KCSIE-2025".
 - The safeguarding associate in each Academy will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
 - All governors and Trustees will receive appropriate safeguarding and child protection training (including online safety) at induction.
 - The Education Committee (sub-committee of the Trust Board) and Academy governing bodies will review all policies/procedures that relate to safeguarding and child protection annually.
 - The Director of Education of FMAT is nominated to be responsible for liaising with Birmingham or Solihull Children's Trust in the event of allegations of abuse being made against the Principal.
 - The Nominated governor in each Academy will liaise with the Principal and the DSL to produce a report at least annually for academy governors and ensure the annual authority safeguarding self-assessment is completed and submitted on time. This is also reported to the Education Committee (sub- committee of the Trust Board).
 - All governors will read Keeping Children Safe in Education in its entirety. Section 15 of this policy has information on how governors are supported to fulfil their role.

The Principal

The principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the academy and via the academy website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Overseeing the safe use of technology, mobile phones, and cameras in the setting

5. Contextual Safeguarding

KCSIE writes about the importance of the context in which academy safeguarding must be considered, including behaviours that are associated with factors outside the academy which can occur between children outside of these environments, i.e. where children are at risk of abuse and exploitation outside of their families.

In all academies in the FMAT our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the academy safeguarding system and the wider system in which the child operates. This will be evidenced in:

- *Informal and formal assessments of need/ risk for the child.*
- *Case discussions in Safeguarding Team Meetings.*

Smith's Wood Academy Local Context

Key Contacts

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Local Context

Smith's Wood Academy, located in North Solihull, is committed to safeguarding and promoting the welfare of all its students. To prevent and tackle child-on-child abuse, the academy has adopted a Contextual Safeguarding approach.

Contextual Safeguarding is an approach that understands and responds to the risks of harm students can be exposed to, and the harm they can experience, beyond their families. This approach recognises that the different relationships students form in their neighbourhoods, schools, and online environments can involve violence, coercive control, and abuse.

Parents often have limited influence over these contexts. Contextual Safeguarding, therefore, expands the objectives of child protection systems to recognise that students are vulnerable to, and can experience, abuse in various social contexts outside of their home and school.

All staff at Smith's Wood Academy must consider the location and culture of the school and assess the risks to which our students may be exposed, both inside and outside the school community. Staff should be vigilant in identifying and mitigating these risks to ensure a safe environment for all students.

External factors that impact safeguarding at Smith's Wood Academy include mental health issues, violent/sexualised behaviour, poverty, and anti-social behaviour. These factors are considered when developing and implementing safeguarding strategies.

Smith's Wood Academy has a Contextual Safeguarding Prevention Plan aimed at reducing external safeguarding risks to our students. This plan outlines strategies to mitigate identified risks within the community and the school surroundings. It also highlights the support provided to students, staff, and parents to address these risks effectively.

Students at Smith's Wood Academy live within the Solihull Local Authority and Birmingham. Consequently, the school liaises with both Solihull Multi-Agency Safeguarding Hub (MASH) and Birmingham Children's Advice and Support

Service (CASS) simultaneously. This collaboration ensures a coordinated approach to safeguarding and addressing the needs of our students.

Contextual Safeguarding Plan details the support provided to students, staff, and parents. This includes access to mental health resources, behavioural interventions, and community support services. The plan is regularly reviewed and updated to ensure it remains effective in addressing the evolving risks and needs of the school community.

Smith's Wood Academy is dedicated to creating a safe and supportive environment for all students. Through the adoption of the Contextual Safeguarding approach, the academy strives to understand and address the complex safeguarding challenges that extend beyond the school and family environments.

Reporting a Safeguarding Concern

Smith's Wood Academy uses 'My Concern' to report any safeguarding concerns. This can be accessed by any contracted member of teaching and support staff. Training on 'My Concern' is delivered as part of the new staff induction, alongside contextual safeguarding. It is also reiterated during training days across the academic year. A paper based 'My Concern' form is used in the event of the system crashing and this is to be completed and handed personally to a DSL.

Canteen and site staff report safeguarding concerns to a DSL. This process is delivered to all staff on INSET days and there are safeguarding posters visible around the academy.

Trust and HR staff that are based at Smith's Wood Academy follow the same process as canteen/site staff and report safeguarding concerns to a DSL.

There is a comprehensive leaflet on reception and all visitors are given a copy with details for reporting a safeguarding concern.

6. Restrictive Interventions and Safeguarding

Overview

Restrictive interventions—including reasonable force, restraint and seclusion—are recognised as high-risk safeguarding events. All incidents must be managed with the same rigour as other safeguarding concerns.

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.

Safeguarding Requirements

All restrictive interventions are safeguarding matters because of their potential to:

- Cause physical injury
- Cause emotional or psychological harm
- Indicate unmet needs or lack of appropriate adjustments
- Disproportionately affect pupils with SEND

Prohibited Practices

The Trust 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 senior leadership team

The DSL must track:

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

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.

Multi-Agency Working

Where restrictive interventions become frequent, escalate, or indicate unmet needs, the DSL must:

- Initiate Early Help, or escalate to Children's Social Care
- Convene multi-agency meetings

- Review behaviour plans, risk assessments, and provision

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

Governance Oversight

Governing bodies and the Trust Board must review:

- Incident data
- Patterns and disproportionality
- Policy compliance
- Training completion

7. Mental Health

KCSIE requires 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.

Mental Health Support

[Department for Education Preventing Bullying](#)

Department for Education (DfE) (2018) Mental health and behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-inschools--2>

Academies may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.

This means that:

- 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.
- It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.
- All staff will take immediate action and speak to a DSL and record on MyConcern if they have a mental health concern about a child that is also a safeguarding concern.
- All staff recognise that a mental health issue could be an indicator of neglect or abuse.

- As a Trust 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 whole school 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 teaching through academy activities and ethos.
- **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 external agencies to provide swift access or referrals to specialist support and treatment.

8. The Designated Teacher for Looked After and Previously Looked After Children

- The local governing body in each academy must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered students who are looked after or are in kinship care. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.
- Birmingham and Solihull LSCP have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Birmingham and Solihull LSCP will support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker

- Children with a social worker may face barriers to education because of complex circumstances.
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.

Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Each Academy Designated Teacher will:

- *Work with the Virtual school to provide the most appropriate support utilising the student premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the virtual school head to promote the educational achievement of looked after children, previously looked after children or those in kinship care.*
- *Our Academies will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.*

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

9. Safer Recruitment and Selection

Each Academy within FMAT should follow part 3 of 'Keeping children safe in education' (KCSIE) and pay full regard to 'Safer Recruitment' requirements including but not limited to:

- 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
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.
- Online safety checks and informing shortlisted candidates that we might conduct an online search as part of due diligence checks in the recruitment process.
- Evidence of these checks must be recorded on the Single Central Record.
- All recruitment materials will include reference to the academy's commitment to safeguarding and promoting the wellbeing of students.
- All academies in the FMAT have a selection of staff who have been trained in safer recruitment:
 - At least one of these will be involved in all staff recruitment processes and sit on the recruitment panel.
- The staff induction process in each of the academies within The FMAT will cover:
 - The Safeguarding & Child Protection policy. ○ The Behaviour Policy. ○ The Staff Code of Conduct.
 - 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).
 - Copies of policies and a copy of part one of the KCSIE-2025 document is provided to all FMAT staff at induction.

10. The Academy's Role in the Prevention of Abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of each of the academies in the Trust, 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.

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

All academies will take opportunities to teach safeguarding and ensure that children are taught about how to keep themselves and others safe, including online. Academies will deliver a comprehensive RSHE programme which will tackle at an age-appropriate stage 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
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

In any primary phase area within FMAT, 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.

This means in all academies within The Fairfax Multi Academy Trust:

- All staff will be made aware of each individual academy's unauthorised absence and children missing from education procedures.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- All our policies which address issues of power and potential harm, for example Anti- Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter- linked to ensure a whole academy approach.
- We also recognise the particular vulnerability of children who have a social worker.

11. What We Will Do When We Are Concerned – “Early Help Assessment”

- 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 Assessment.

- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.
- The young person's voice must remain paramount within a solution focused practice framework.
- The primary assessment document is the Early Help Assessment (EHA) in Birmingham or Solihull Early Help Assessment in Solihull.
- If a Think Family or social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS or MASH) as required. For Solihull it is Seeking Help from Solihull MASH
- Academy-focused Early Help Assessment will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed.
- The DSL will then oversee the agreed intervention from the academy as part of the multiagency safeguarding response and ongoing academy-focused support.

This means that in all academies in the Fairfax Multi- Academy Trust:

- Will work with either the Birmingham or Solihull Safeguarding Children Partnership to implement early help assessment strategies.
- All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.
- Safeguarding leads in each academy will assess, plan, do and review plans.
- Senior leaders in each academy will analyse safeguarding data and practice to inform strategic planning and staff CPD.

- The DSL or another appropriate member of staff in each academy will generally lead on liaising with other agencies and setting up the Early Help Plan. This multiagency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.
- In all Fairfax Multi Academy Trust Academies although any member of staff can refer a situation to CASS /MASH, it is expected that the majority are passed through the Safeguarding team.

12. Safeguarding Students who are Susceptible to Radicalisation

- With effect from 1st July 2015, all academies 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 susceptible 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 susceptible to future manipulation and exploitation.
- Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Risk reduction

- The Academy governors, Principal and the DSL will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RE curriculum, SEND policy, assembly policy, the use of academy premises by external agencies, integration of students by gender and SEN, anti- bullying policy and other issues specific to the academy's profile, community, and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to our academy.
- The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5.
- The academy will monitor online activity within the academy to ensure that inappropriate sites are not accessed by students or staff.
- The academy has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015). Someone referred to Channel will be required to provide their consent before any support through the programme is provided.

Channel

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

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

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

Staff can also access <https://educateagainsthate.com/> to help them identify and address the risks, as well as build resilience to radicalisation.

This means that in each academy within Fairfax Multi Academy Trust:

- 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 susceptible 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 Trust 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.
- We will use specialist online monitoring software, to ensure that the internet in each academy is being used safely.
- Our academy will make referrals to Channel if we are concerned that an individual might be susceptible to radicalization.

13. Safeguarding Students Vulnerable to Exploitation, Trafficking, or so-called honour-based abuse.

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Failure to report such cases will result in disciplinary sanctions.

This means that in all academies within FMAT we ensure:

- 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.
- All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around.
 - Forced marriage (Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages).
 - FGM
 - Honour based abuse.
 - Trafficking
 - Criminal exploitation and gang affiliation
- 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 lesson plans.

14. Children who go missing in Education

- A child going missing and or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.
- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the academy's response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to 45 local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.
- Work around attendance and children missing from education will be coordinated with safeguarding interventions.

- The academy must notify the correct Local Authority of any student who has been absent without the academy's permission for a continuous period of 5 days or more after making reasonable enquiries.
- The academy must also notify the relevant Local Authority of any student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Student Registration) (England) Regulations 2016 amendments.

This means that each academy within Fairfax Multi Academy Trust:

- Hold two or more emergency contact numbers for each student where possible.
- Ensure attendance work will liaise closely with the DSL in each academy.
- Will adapt our attendance monitoring on an individual basis to ensure the safety of each young person at each academy.
- Will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.
- Will work closely with the appropriate local authority CME Team, School Admissions Service, Education Legal Intervention Team and the Elective Home Education Team. Where academies in the Trust employ an educational welfare officer this role will also be used.

15. Child on child Abuse Including Sexual Violence and Harassment

It is important that academies can recognise that children of any age 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 Trust's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child-on-child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

Academies should 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.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

This means that in all academies within FMAT:

- We adopt a 'whole school' approach to tackling sexism.
- We will not tolerate instances of child-on-child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges.
- We fully understand that even if there are no reports of child-on-child abuse in our academies 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.
 - follow both national and local guidance and policies to support any young people subject to child-on-child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.
 - follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in academies.
- We will utilise the **Children who pose a Risk to Children School Safety Plan** produced by the relevant local authority
- Refer to Trust 'Child on child Guidance` that can be accessed from central website and local websites also. 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 'child on child abuse`. The guide details the many forms of child-on-child abuse and includes a planned and supportive response to the issues. It also explains how victims and perpetrators will be dealt with.
- Academies will recognize the fact that a child or a young person being LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

- In assessing and responding to harmful sexualised behaviour each Academy's DSL will follow the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People-A Whole School Approach- 2021 to enable provision of effective support to any young person affected by this type of abuse.

16. Criminal Exploitation and Gang Affiliation

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

This means that in all academies within FMAT staff will:

- 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 within each academy.

PART TWO: KEY PROCEDURES

17. Involving Parents/Carers

Responding to concerns about a child

- In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other academies 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 academy 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 The Academy Website

Responding to concerns about a child (Birmingham)

Concern about a Child:
Speak to **designated Safeguarding Lead (DSL)** if urgent

Always record on My Concern, and/or speak to one of the DSL's face to face



DSL's review concerns and decide on next steps referring to the right help at the right time (RHRT).
Consider discussing concerns with parent/carers and seek consent where appropriate



At any point consider seeking advice:
Children's advice support service (CASS) 0121303 1888, or in the case of an emergency, phone the police on 999.



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



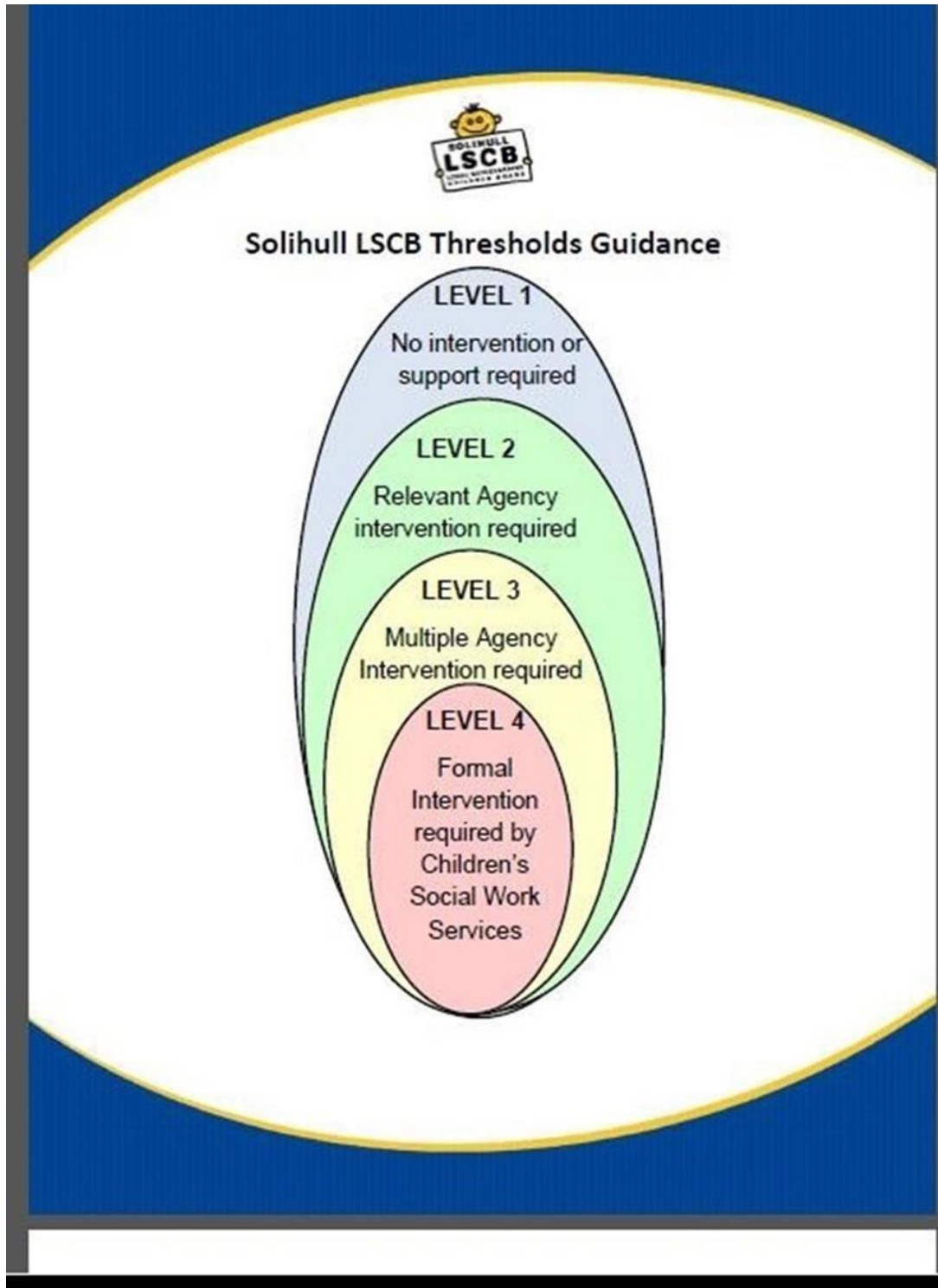
Universal+/Additional
Continue with the early help process using the EHA as appropriate.
Strategy consider request for support from Think Family (TF) Service.



Complex and Significant Request for support submitted to "CASS" for multi-agency discussion

Responding to concerns about a child (Solihull Threshold Guidance)

<https://solihullscp.co.uk/practitioner-volunteers/threshold-guidance-22.php>
Solihull LSCB Threshold Guidance



18. Multi Agency Work

We work in partnership with other agencies to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them.

All academies within FMAT will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and make requests for support from Birmingham or Solihull Safeguarding Partnership. For Birmingham these requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888, or for Solihull to the Multi Agency Support Hub team (MASH) – 0121 788 4300. Where the young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

When invited the DSL will participate in a 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.

We will co-operate with any child protection enquiries conducted by Birmingham Children's Trust or Solihull Local Safeguarding Partnership: the academy will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

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 or Solihull Local Safeguarding Partnership at least 24 hours prior to the meeting.

Where a student is subject to an inter-agency Child Protection Plan or a multiagency risk assessment conference (MARAC) meeting, the academy will contribute to the preparation, implementation, and review of the plan as appropriate.

19. Our Role in Supporting Children

All staff within FMAT will offer appropriate support to individual students who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.

An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the academy community through a multi-agency risk assessment. Within our academy we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure that all academies within FMAT works in partnership with parents/ carers and other agencies as appropriate.

20. Responding to an Allegation About a Member of Staff

See also Birmingham and Solihull Safeguarding Children Partnership procedures on **allegations against staff and volunteers**.

This procedure must be used in any case in which it is alleged that a member of staff, Trustee, visiting professional, volunteer or anyone working in the academy has:

- 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.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in academy to abuse students. In all academies in FMAT we also recognise that concerns may be apparent before an allegation is made.

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

Allegations or concerns about academy staff, colleagues, and visitors (recognising that academies hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Principal who will liaise with either the Birmingham or Solihull Designated Officer (LADO) Team who will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the Principal or appointed leader.

Where an academy or the Trust Lettings Lead receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

If the concern relates to a Principal or a member of the School Improvement Team, it must be reported immediately to the Director of Education (or in the absence of the DoE, the CEO) via email: m.jobling@fmat.co.uk, who will liaise with the Designated Officer Team in Birmingham Children's Trust or Solihull Local Safeguarding Partnership and they will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

If the concern relates to a member of the Central Operations Team, it must be reported immediately to the Chief Operating Officer (or in the absence of the COO, the CEO) via email: j.fitzgerald@fmat.co.uk, who will liaise with the Designated Officer Team in Birmingham Children's Trust or Solihull Local Safeguarding Partnership and they will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

If the Concern relates to the Director of Education, Chief Operating Officer or a member of the Executive Team it must be reported immediately to the CEO via email: m.dolphin@fmat.co.uk, who will liaise with the Designated Officer Team in Birmingham Children's Trust or Solihull Local Safeguarding Partnership and they will decide on any action required. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

Where the allegation is against the CEO, an Academy Associate or a member of the Trust Board, The Chair of the Trust Board must be informed via email: r.sullivan@fmat.co.uk (or phone 0121 788 4100 ext.4215). Where the allegation is against the Chair of the Trust Board, the Vice Chair of the Trust Board must be informed via email: r.sullivan@fmat.co.uk (or phone 0121 788 4100 ext.4215). In these cases, the concern should be raised with the Birmingham Children's Trust LADO team Or Solihull Local Safeguarding Partnership LADO team, who will decide on any action required.

Concerns which do not meet the harm threshold, or 'low-level' concerns, should be referred to the Principal and should be addressed through the academy's own internal procedures. All low-level concerns will be recorded by the Principal using the CONFIDE system. Low-level concerns relating to the Central Team will be recorded by either The CEO, the Director of Education or the COO depending on the line-management structure.

Potential patterns of concerning, inappropriate, or problematic behaviour should be identified. Where a pattern of such behaviour is identified, the Principal should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

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

21. Students with special educational needs, disabilities or health issues

We recognise that students with SEND or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than

their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support for these students which is bespoke to each Academy as outlined in their local policy.

Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the SENCO.

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

This link to the NSPCC website gives more information on why SEND students are often vulnerable, including how they can be disproportionately affected by abuse without showing any signs. [NSPCC](#)

22. 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 or Solihull Local Safeguarding Partnership) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

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

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

- young people who need alternative care because of parental illness.

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

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) or by contacting Solihull MASH team on (0121 788 4300). They then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

23. Links to the Additional Information About Safeguarding Issues and Forms of Abuse

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

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

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

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

Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine-in-schools-feb-2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting-flow-chart-feb-2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf <u>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</u> <u>Teaching online safety in school</u> <u>Plan technology for your school - GOV.UK</u> <u>Filtering and monitoring standards for schools and colleges</u>	BCC Education Safeguarding Birmingham Police and Schools Panels DfE DfE DfE DfE
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private-fostering-in-birmingham-information-for-professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures

Violence	<p>http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</p> <p>https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb--school-guidance</p> <p>https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</p> <p>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</p> <p>https://www.gov.uk/government/policies/violence-against-women-and-girls</p>	<p>West Midlands Safeguarding Honour-based violence</p> <p>West Midlands Safeguarding Children Group Children Procedures</p> <p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p>
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24. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our academies aim to:

- o Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors.

- o Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- o Set clear guidelines for the use of mobile phones for the whole school community
- o Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- o Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation and conspiracy theories.

- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as 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

To meet our aims and address the risks above, we will:

- Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present.
 - Staff will not take pictures or recordings of students on their personal phones or cameras.
 - Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the academy's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the academy's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our academy community.

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.
- 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](#)

This section summarises our approach to online safety and mobile phone use. For full details about our academy's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website.

PART THREE: QUALITY ASSURANCE

25. Learning from Cases and Continuous Improvement

As a Trust we are committed to quality assuring our work. 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 s.175/157 audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data Academies 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.
- In reviewing the safeguarding data governors and directors should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted.

Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews

We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.

We will collaborate with Birmingham Safeguarding Children Partnership and Solihull Children's Services to share information.

This means that in our Academies:

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

Safeguarding leads 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)

This means that in our Academies:

- Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.
- Where a case is relevant to our academy, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Appendix 2 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 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 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, a Member of FMAT Governance or a Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - Physical
 - For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - Emotional
 - For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
 - Sexual
 - For example, sexualised behaviour towards students, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.
 - Neglect
 - For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - Spiritual Abuse
 - For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, a member of FMAT Governance, a visitor or a volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students. However, they should ensure that all investigations including for supply staff are completed appropriately.

3. The Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify Birmingham or Solihull Children's Trust Designated Officer (LADO). The LADO Team will liaise with the Chair of the Trust Board and advise about action to be taken and may initiate internal referrals within Birmingham or Solihull Children's Trust to address the needs of children likely to have been affected. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student. These should be addressed through the academy's own internal procedures.

- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Principal, then the Director of Education takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child protection procedures. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.
 5. Where the allegation is against the Director of Education, the referral should be made to the LADO Team directly by the CEO. Where the allegation is against the CEO this will be actioned by the Chair of Trustees. All LADO referrals and enquires made must be logged on CONFIDE by the referrer.

Appendix 4 Indicators of Vulnerability to Radicalisation

1. Radicalisation is defined in KCSIE as:

The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

2. Extremism is defined by the government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

5. 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.

Appendix 5 Preventing Violent Extremism – Roles and Responsibilities

Roles and responsibilities of the Single Point of Contact (SPOC)

Each academy within FMAT has a SPOC. This is usually the lead DSL within each academy:

- Ensuring that staff of the academy are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students 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 in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the Trusts 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 from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the academy for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students into the Channel1 process.
- Attending Channel meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel coordinator; and sharing any relevant additional information in a timely manner.