



## SAFEGUARDING AND CHILD PROTECTION POLICY

---

Policy Author: Caroline Mace

Date reviewed: September 2024

Date of next review: September 2025

## Table of Contents

1.0 Introduction.....	4
1.1 National & Local Legislation and Guidance.....	7
2.0 Overall Aims .....	9
3.0 Guiding Principles.....	9
4.0 Expectations.....	10
5.0 The Designated Safeguarding Lead (DSL).....	11
6.0 Contextual Safeguarding.....	13
7.0 Mental Health.....	14
8.0 The Designated Teacher for Looked After and Previously Looked After Children .....	15
9.0 The Local Governing Body (LGB).....	16
10.0 Safer Recruitment and Selection.....	18
10.1 Induction and Staff Training .....	20
10.2 Staff Support .....	20
11.0 The Use of Reasonable Force .....	21
12.0 The School's Role in The Prevention of Abuse.....	22
13.0 What we will do when we are concerned – Early Help Response.....	22
14.0 Safeguarding Children who are Vulnerable to Radicalisation & Extremism.....	23
14.1 Risk Reduction .....	23
14.2 Channel .....	24
15.0 Children/children who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage).....	25
16.0 Children Missing in Education .....	26
16.1 Children who are absent from education.....	27
17.0 Child on Child Abuse.....	28
18.0 Criminal Exploitation .....	30
19.0 Online Safety .....	31
20.0 Serious Violence.....	33
21.0 Domestic Abuse.....	34
22.0 Children and The Court System.....	34
23.0 Homelessness.....	35
24.0 Involving Parents/Carers.....	35
25.0 Multi-Agency Work.....	36
26.0 Our Role in Supporting Children.....	36
27.0 Opportunities to teach Safeguarding .....	37

28.0 Responding to an Allegation About a Member of Staff.....	38
28.1 Responding to low level concerns about a member of staff.....	38
29.0 Children with Additional Needs .....	38
30.0 Children in Specific Circumstances .....	41
30.1 Private Fostering.....	41
31.0 Quality Assurance .....	42
32.0 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews .....	43
33.0 Links to additional information about safeguarding issues and forms of abuse.....	43
Appendices .....	45
Appendix 1 - Definitions and indicators of abuse.....	45
1. Abuse, Neglect and Exploitation .....	45
2. Physical Abuse.....	46
3. Sexual Abuse.....	47
4. Sexual Exploitation.....	47
5. Emotional Abuse .....	48
6. Responses from Parents/Carers .....	48
Appendix 2 - Dealing with a disclosure of abuse .....	49
Appendix 3 - Indicators of vulnerability to radicalisation & extremism.....	50
Appendix 4 – Preventing Violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC).....	52
Appendix 5 -Remote Education: keeping children safe online.....	52
Appendix 6 - Emergency planning and response for education, childcare, and children's social care settings .....	54
Appendix 7 - Transfer of Child Protection/ Safeguarding Records.....	55
Appendix 8 - Example Flow Chart for Raising Safeguarding Concerns .....	57

## 1.0 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 (known as extra-familial harm)
- Preventing the impairment of children's mental and physical health or development
- Making sure 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

In this policy children includes everyone under the age of 18. Students refers to adults educated up to and including the age of 19 years at Mayfield School.

National research (refer to Social Care Commentary: Protecting Disabled Children -[www.gov.uk](http://www.gov.uk)) suggests that young people with SEND are approximately 3 times more likely to experience some form of abuse. As well as being at higher risk, additional barriers in mitigating safeguarding risks occur for pupils with SEND in the following ways: verbal and non-verbal communication needs, social isolation, reliance on others for personal care, impaired capacity to resist or report abusive behaviour, reduced access to someone to disclose concerns to and are particularly vulnerable to bullying and intimidation.

### Mayfield School Context

All Mayfield School staff working with children maintain a child centred and co-ordinated approach to safeguarding with an attitude of **'it could happen here'**. All staff should act in the best interests of the child.

Mayfield School is an all-age provision split across two sites: Heathfield Road and Wheeler Street. The school educates children with autism, and other severe and moderate to complex physical learning difficulties. Heathfield Road is primarily for children with a diagnosis of Autism and has an EYFS (Early Years Foundation Stage) provision and Wheeler Street is primarily for children with a diagnosis of Severe Learning Difficulties (SLD) and has a PMLD (Profound Multiple Physical Learning Difficulty) provision.

An all-age provision provides further safeguarding challenges when supporting children and Students 18 years and older. To provide a fully inclusive safeguarding environment the school:

- Works closely with Birmingham Adult Safeguarding Team
- Provides robust transitions between key stages
- Pupil support information such as behaviour plans and supervision levels are planned for when completing inclusion work; pupils are never left unsupervised
- Provides appropriate intimate care facilities and personal care provision

### EYFS

Mayfield School follows the statutory guidance outlined in section 3 of the Early years foundation stage statutory framework Statutory framework for the early years foundation stage for group and school providers ([publishing.service.gov.uk](http://publishing.service.gov.uk)) (2024).

The EYFS Lead and Designated Safeguarding Lead is **Rowena Cope**.

Many children have co-occurring conditions such as ADHD, medical and health related needs. The primary SEND needs of our child cohort is:

- 44% Autism
- 45% Severe Learning Disability
- 11% PMLD (Profound and Multiple Learning Disability)

The Mayfield community is very diverse with 27% families speaking English as their first language; in total 37 different languages (including dialects) are spoken by our families which presents communication challenges. The school is supported by using wider professionals; local community groups and interpreters to support with the safeguarding and pastoral provision.

All children have an Education Health Care Plan (EHCP) and are provided with a personalised communication profile. Some children are non-verbal and as a result contextual safeguarding and individual behaviour support plans provide an in- depth knowledge and understanding of a child's behaviours which identifies concerns early and promotes children's welfare. This supports staff to build trusted relationships and target the right support for all children.

Designated Safeguarding Leads (DSL's), Pastoral Managers, Leadership Team (LT) and class teams aim to build strong relationships with all families. Crucially this allows us to have honest conversations about any concerns we have. Our open-door ethos encourages parents to talk to us if they need help. Mayfield school will always follow the best interests of the child.

Mayfield school is in 2 of the 69 Birmingham Wards - Handsworth and Lozells. The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. Both wards are in the 10% most deprived areas of England. This data considers: income, employment, education, skills and training, health and disability, crime, barriers to housing and services and living environment.

The average monthly unemployment rate (% of all residents in age group) for working-aged people (16-64), 2021-22 in Handsworth was the highest in Birmingham ([www.cityobservatory.birmingham.gov.uk](http://www.cityobservatory.birmingham.gov.uk)) with Lozells in third place.

Approximately two-thirds of families live within a 5 mile radius of Mayfield School sites. The school is located at the heart of where the city's most serious violent crime takes place. Violence and sexual offences, theft and anti-social behaviours are the crimes frequently reported to the police in this area within the last year. Our children access the local community every week, so it is critical that we remain up to date on any safeguarding issues in the area. We have established working relationships with the local community police officers and PCSO's who regularly attend school to lead on workshops, drop ins and 1-1 work with children. The school also has established links with the Handsworth and Soho Road East Neighbourhood Watch community partnership.

We aim to be responsive to our school community and understand the heightened risk our families, parents and carers may face.

A large majority of our children have limited communication skills and are unable to disclose abuse verbally. Due to this, Mayfield School works very hard to interpret child's behaviour and any changes they may display.

This means that our school is committed to safeguarding and promoting the welfare of all its children.

Safeguarding is everyone's responsibility and the school will always follow a child centred and coordinated approach to safeguarding.

We believe that:

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

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

### **Rights Respecting School – Convention on the Rights of the Child**

Mayfield School is a UNICEF Silver Award Rights Respecting School (RRSA) and aims to be a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they can thrive.

The Rights Respecting School Award puts children's rights at the heart of schools in the UK and is based on the principles of equality, dignity, respect, non-discrimination, and participation.

At Mayfield School, the United Nations Convention on the Rights of the Child (UNCRC) are embedded in daily school life to improve wellbeing and help all children and young people realise their potential so that they are given the best chance to lead happy, healthy lives and be responsible active citizens.

The following articles from CRC are especially relevant to this policy:

**Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.**

**Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.**

**Article 19 (protection from violence, abuse and neglect) Ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.**

**Article 27 (food, clothing, a safe home) children have the right to food clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.**

**Article 34 (protection from sexual abuse) the government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.**

**Article 36 (protection from exploitation) Children have the right to be protected from all other kinds of exploitation (being taken advantage of) even if these are not specifically mentioned in this convention.**

All adults who work at Mayfield School are Duty bearers. Duty Bearers are accountable for ensuring that children experience their rights.

### 1.1 National & Local Legislation and Guidance

Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to Keeping Children Safe in Education (KCSIE) following the enactment of The Education and Training (Welfare of Children) Act 2021.

KCSIE now states that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE 'Keeping Children Safe in Education' (2024)
- DfE 'Statutory Framework for the Early Years Foundation Stage' (2023)
- DfE 'Teaching online safety in school' (2023)
- DfE 'Searching, screening and confiscation' (2022)
- National Cyber Security Centre (2018) 'Small Business Guide: Cyber Security'
- Prevent Duty GOV.UK ([www.gov.uk](http://www.gov.uk))
- DfE 'Harmful online challenges and online hoaxes' (2021)
- DfE 'Working Together to Safeguard Children' (2023)
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 s175

- Data Protection: The Data Protection Act – GOV.UK ([www.gov.uk](http://www.gov.uk))
- DfE 'Mental Health & Behaviour in Schools' (2018)
- Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)
- Birmingham Safeguarding Children Partnership threshold guidance Right Help Right Time
- Multi-agency Statutory Guidance on Female Genital Mutilation – GOV.UK ([www.gov.uk](http://www.gov.uk))
- DfE 'Relationships education, relationships and sex education (RSE) and health education' (2020)
- Birmingham RSE Primary offer
- Sharing nudes & semi-Nudes: advice for education settings working with children and young people (2020) GOV.UK ([www.gov.uk](http://www.gov.uk))
- Voyeurism offences act 2019
- Working Together to Improve School Attendance (2024)– ([www.gov.uk](http://www.gov.uk))
- Human Rights Act 1998
- DfE 'Children missing education' (2016)
- Sexual violence and sexual harassment between children in school (Sept 2021)
- Operation Encompass (2021)
- DfE 'Designated Teacher for Looked After & Previously Looked after children' (2022)
- Government publication equality act 2010 advice for schools
- Harmful online challenges and online hoaxes - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Safeguarding disabled children - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Public sector equality duty guidance schools
- Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK ([www.gov.uk](http://www.gov.uk))

The policy has due regard and should be read alongside:

- EIAT Trust Safeguarding and Child Protection Policy
- EIAT Low Level Concerns Policy
- EIAT Staff Code of Conduct
- Mayfield School Attendance Policy
- Mayfield School Children with Health Needs Who Cannot Attend School
- Mayfield School Behaviour Policy (inc. bullying & cyberbullying)
- Mayfield School Online Safety Policy

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

Our Data Protection officer is [s.kelly@educationimpact.org.uk](mailto:s.kelly@educationimpact.org.uk)

**\*Sarah Kelly**

Our Rights Respecting link is: [a.fleming@mayfield.eiat.org.uk](mailto:a.fleming@mayfield.eiat.org.uk)

**\*Amelia Fleming**

Our Leads for Mental Health are: [e.haigh@mayfield.eiat.org.uk](mailto:e.haigh@mayfield.eiat.org.uk)

**\*Emily Haigh**



Our Safeguarding governor is: **Jodie Duffin**

## 2.0 Overall Aims

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

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values
- Reassure victims that they are being taken seriously and they will be supported and kept safe
- Introducing appropriate work within the curriculum
- Encouraging children 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 children face including how to keep children safe online and understand the school's filtering and monitoring systems and how to report concerns
- Addressing concerns at the earliest possible stage
- Reducing the potential risks children face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation; Sexually harmful behaviours (inc. child on child violence and harassment)
- Recognising risk and supporting online safety for children, including in the home

This means that in our school we will:

- Identify and protect all children especially those identified as vulnerable including pupils experiencing multiple suspensions or at risk of permanent exclusion, pupils with a parent or carer in custody and pupils frequently missing from education, home or care
- Support for children of all ages that improves a family's resilience or reduces the chance of a problem getting worse; and
- Design plans to address those needs as appropriate
- Work in partnership with children, parents/carers and other agencies
- Victims will never be given the impression they are creating a problem by reporting abuse, sexual violence or sexual harmful behaviours

Our policy extends to any establishment our school commissions to deliver education to our children on our behalf including alternative provision settings.

Our LGB will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and on-going monitoring is undertaken.

## 3.0 Guiding Principles

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

- Provide effective help and support as early as possible

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

This means that in our school all staff and governors and proprietors will be aware of the guidance issued by Birmingham Safeguarding Children Partnership Right Help Right Time, and procedures for Early Help.

All staff will be enabled to listen and understand the lived experience of children / students by facilitating solution focused conversations appropriate to the child/student's preferred communication style. This includes non-verbal children, for whom appropriate strategies should be identified.

It also means that where early help is appropriate, the Designated Safeguarding Lead/Deputies will liaise with other agencies and complete an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an Early Help Assessment (EHA), with the school 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 consideration will be given to a referral to children's social care for assessment for statutory services to escalate the child's case.

#### 4.0 Expectations

All staff and visitors will:

- Read annually Keeping Children Safe in Education part one, part five and Annex A and B
- Be familiar with Mayfield School Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding and follow the reporting process (Refer to Appendix 8)
- Be alert to signs and indicators of possible abuse (Refer to Appendix 1)
- Should know what to do if a child tells them they are being abused, exploited or neglected and to provide an appropriate level of confidentiality; reporting to the DSL immediately (Refer to Appendix 2 -dealing with disclosures)
- Reassure victims that they will be supported and kept safe and that children may not feel ready or know how to tell someone they are being exploited, abused or neglected
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help, Child in Need Plans and Child Protection Plans
- Understand Early help and their role in relation to it
- Understand the referral process within the Birmingham local authority and their role in relation to it
- Understand that social media platforms and technology is a significant component in many safeguarding and wellbeing issues.

This means that in our school:

- All staff will follow the attitude of 'it could happen here'. When concerned about the welfare of a child all staff will act in the best interests of the child
- All our staff will receive annual safeguarding training and update briefings as appropriate via emails or staff briefings
- All staff will receive safeguarding and child protection training including online safety training at induction
- DSL's, LT, Curriculum Leads and other identified staff will undertake more specialist safeguarding training as agreed by the LGB
- Staff will act immediately if they have a concern about a child and follow the school referral procedures. Refer to Appendix 8.
- Our Governing body will be subjected to an enhanced DBS check and 'Section 128' checks
- We follow Safer Recruitment processes and checks for all staff.
- Staff follow the school online safety policy
- Staff take part in up-to-date training and deliver quality lessons through the Get Real Curriculum

### 5.0 The Designated Safeguarding Lead (DSL)

The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems and process in place remains with the Lead DSL.

This responsibility should not be delegated.

#### **The DSL team in our school is:**

**Trust DSL** – Sarah Kelly

**Executive Head Teacher** – Victoria Miller

**Lead DSL:** Caroline Mace – Deputy Head Teacher & Head of School (Wheeler Street site)

**Filtering & Monitoring: Lead DSL** Caroline Mace

#### **Deputy DSL's Heathfield Road:**

Lucy Cornfield - Pastoral Manager

Maddison Smith – Pastoral Manager

Hayley Tinsley – Deputy Head Teacher & Head of School (Heathfield Road site)

Charlotte Horne – Associate Head of School

Christa Haddleton – Associate Head of School (site SG lead)

Suzy Bradbury - Associate Head of School

Ellie Howells - Associate Head of School

Rowena Cope - EYFS Lead

#### **Deputy DSL's Wheeler Street:**

Charlotte Starkey – Pastoral Manager

Nicolle Birkin - Pastoral Manager

Jasmine D'Auncey - Pastoral Manager

Bianca Jackson – Associate Head of School (site SG lead)

Sarah Davis – Associate Head of School  
Chris Worrell - Associate Head of School

**Attendance officer:** Sana Salim

**SPOC:** Caroline Mace

**Key Adult (operation encompass):** Caroline Mace, Lucy Cornfield

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

**DSL's at Mayfield School will:**

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the Executive Head Teacher to inform them or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019
- The Lead DSL and/or Executive Headteacher will liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff from mental health teams, education, health and social care on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Executive Head Teacher and relevant strategic leads, taking lead responsibility or promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement

This includes:

- Ensuring that the school know which children have or have had a social worker
- Academic progress and attainment is shared with the social worker
- Maintain a culture of high aspirations for all children
- For children who have or have had a social worker teaching staff will be supported to provide additional academic support or reasonable adjustments to help each child reach their potential
- Recognise that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes and reflect this in the ongoing support offered to children previously known to statutory services
- Ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties

- Ensure that safeguarding and child protection information is always dealt with in a confidential manner

### **Information sharing and managing the child protection file:**

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely on CPOMS (Child Protection Online Monitoring) system. All staff receive training on CPOMS in their first week induction.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.
- When a child moves from our school, child protection and safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. (Refer to appendix 7)
- All in- year applications and transfers will also be reported to the Local Authority and SENAR

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

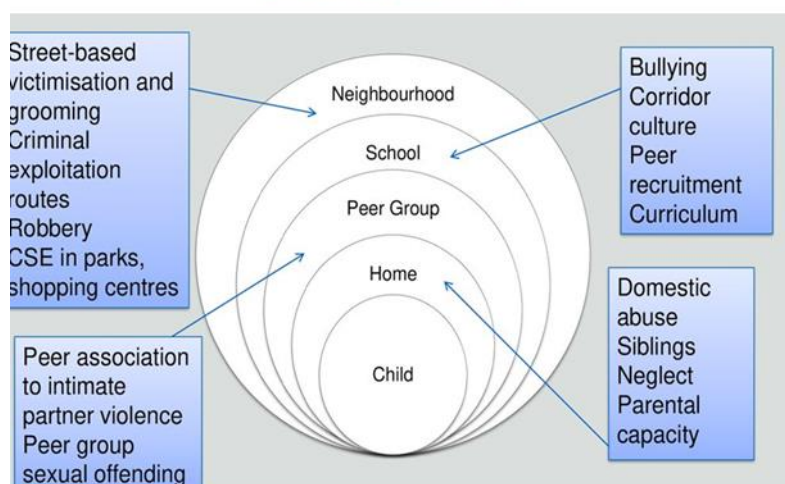
We will not disclose to a parent any information held on a child/student if this would put the child at risk of significant harm.

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse including the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects and have that support in place for when the child/ student arrives.

### **6.0 Contextual Safeguarding**

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

## Contextual dynamics of abuse, vulnerability and risk (Firmin, 2015)



In our school our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school 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 DSL supervision sessions
- DSL meetings weekly
- CPOMS records

### 7.0 Mental Health

Where children have suffered abuse, neglect and exploitation or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

All staff should 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the DSL or a deputy.

More information can be found in:

Department for Education (DfE) (2017) Preventing bullying

Department for Education (DfE) (2018) Mental health and behaviour in schools

LT, Curriculum Lead's and Pastoral Managers will support colleagues and children with referrals and advice on how to access information on mental health.

In our school this means that:

- All staff will be made 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
- The Get Real Curriculum will support in the knowledge and understanding of mental health and how this can be addressed with the appropriate measured response and support from pastoral managers/DSL's/curriculum lead team as required
- All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern

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 children to be resilient so that they can manage the normal stress of life effectively. This will include teaching children about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos

**Identification:** recognising emerging issues as early and accurately as possible

**Early support:** helping children 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.

## 8.0 The Designated Teacher for Looked After and Previously Looked After Children

This should be read alongside the following:

- Mayfield Designated Teacher for Looked After and Previously Looked After Children
- Designated Teacher for Looked After & Previously Looked after children (2022)
- Promoting the educational outcomes of children with a social worker: Virtual school head role extension to children with a social worker - GOV.UK ([www.gov.uk](http://www.gov.uk))

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.



Virtual school heads should identify and engage with key professionals such as DSL's, social workers, executive headteacher, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist; to help them to understand the role they have in improving outcomes for children.

In our school the Designated Teachers are:

Name: **Caroline Mace/Hayley Tinsley/Bianca Jackson/Christa Haddleton**

The Designated Teacher will:

- Work with the Virtual school to provide the most appropriate support utilising the child premium plus to ensure they meet the needs identified in the child's Electronic personal education plan (Epep) termly and a Child In Care (CIC) health review every 6 months
- Mayfield works with the virtual school to ensure attendance, attainment and progress of all children are monitored effectively working alongside the social worker reviewed during Epep's. All professionals from health, social care and education are invited and involved in target setting and accountable for their role in it. The Virtual School and other professionals are invited and expected to attend EHCP meetings annually.
- Work with the virtual school head to promote the educational achievement of previously looked after children

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

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.

Our 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.

The Virtual School Executive Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker.

Birmingham Children's Trust has 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 student. This plan describes how Birmingham Children's Trust will support the care leaver to participate in education or training.

## 9.0 The Local Governing Body (LGB)



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

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of The LGB). The EIAT complete these checks for all governors.
- The Executive Head Teacher and all other staff who work with children and young people undertake safeguarding training including online safety and roles and responsibilities in relation to filtering and monitoring on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay
- All governors will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the schools safeguarding policy and procedures are effective and deliver a robust whole school approach to safeguarding
- The Nominated Governor is responsible for liaising with the Executive Head Teacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children and no personal or identifiable information about children or adults will be disclosed to governors at the point of referrals.
- LGB's should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- LGB's are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about school obligations and how to comply, including protecting personal information, and providing access to official information
- LGB's will review the school online monitoring and filtering systems at the LGB meetings as part of the Safeguarding Report. There are 5 meetings throughout the school year.

In our school this means that:

The chair of the LGB: Mike Dunn

All governors must have read part 2 of "KCSIE 2024"

Our nominated governor for safeguarding and child protection is:

Name: **Jodie Duffin**

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

The LGB will review all policies/procedures that relate to safeguarding and child protection annually and the online safety policy.

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

In the event of allegations of abuse being made against the Executive Head Teacher the Chair of the LGB will deal with the allegation.

## 10.0 Safer Recruitment and Selection

Refer to the Trust Safeguarding and Child Protection Policy – Appendix 1. The school should pay full regard to 'Safer Recruitment' practice and 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
- curriculum vitae will only be accepted alongside a full application form
- online searches will be undertaken for due diligence checks on shortlisted candidates; candidates will be informed of the searches beforehand

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.

Candidates from overseas must undergo the same checks as all other staff in schools, including obtaining an enhanced DBS certificate with barred list information. This still applies even if the candidate has never been to the UK.

In addition to being a split site, the Mayfield Wheeler Street site also shares its location with a mainstream primary and secondary school. This provides further challenges as a co-located site in which all premises and site maintenance is outsourced by Birmingham City Council sub-contracted to EQUANS.

Each of the three co-locates schools takes its shared responsibility for safeguarding children and young people seriously. The schools work together and have undertaken joint safeguarding compliance visits to quality assure joint and individual work in this area. Each of the schools provides the others with letter of assurance annually, evidencing safer recruitment and vetting checks.

To ensure robust safer recruitment practices the leadership teams for each setting meet regularly with local authority and EQUANS to ensure robust procedures are in place. All schools follow the statutory guidance in KCSIE part 3; 'Other checks that may be necessary for staff, volunteers, contractors and others, including the responsibilities on schools and colleges for children in other settings.'

This means that in our school visitors, contractors, sub-contractors and others are required to inform LT, administration and business teams when they will be working on site. The following actions take place:

- All 3 Schools must be provided with the safeguarding information for any contractors or visitors to site via EQUANS
- All visitors must sign in at the relevant school's reception electronic signing in system and wear the appropriate ID
- EQUANS complete the compliance checklist when a contractor is attending a site and present this to the Schools and Compliance for Schools Ltd to audit the safeguarding process for EQUANS externally
- Training for all administration staff so they understand the "Safer Recruitment" process and guidance
- A Vetting Letter or a "Letter of Assurance" will be completed by EQUANS for each new contractor
- Risk Assessment & Method Statement is reviewed by EQUANS prior to works commencing on site and information shared as required
- EQUANS staff are made aware of what is contained within site induction information for each setting
- Any contractor on site without a DBS will be supervised by an EQUANS staff member and NOT a fellow contractor with DBS. Lanyard system is in place to reflect this
- Schools should be notified in advance of any works and consulted regarding any risk assessment required to work in any location so additional control measures can be agreed and implemented if necessary
- Any checks must be carried out prior to commencement of works on the school site during the school day without supervision

The following school staff have undertaken Safer Recruitment training:

**Victoria Miller Executive Head Teacher**  
**Caroline Mace Deputy Head**  
**Hayley Tinsley Deputy Head**  
**Ellie Howells Associate Head of School**  
**Charlotte Horne Associate Head of School**  
**Suzy Bradbury Associate Head of School**  
**Kyle Hepworth curriculum lead**  
**Emily Haigh HR Manager**

*And the following members of The LGB have also been trained:*

**Mike Dunn**

*One of these will be involved in all staff recruitment processes and sit on the recruitment panel.*

When recruiting, the school must:

- Follow Part 3 of KCSIE 2024 which sets out the safer recruitment checks schools must conduct

- Make any further checks the school think appropriate so that relevant events that occurred outside of the UK can be considered - the Home Office provides guidance on criminal records checks for overseas applicants
- Carry out additional checks for teaching roles, which may include information about their past conduct, for example, by checking documents issued by overseas teaching authorities - consider evidence together with other information through other safer employment checks

## 10.1 Induction and Staff Training

All staff will receive safeguarding training including online safety which includes the expectations, roles and responsibilities in relation to filtering and monitoring process and procedures.

Annually all staff undergo safeguarding and child protection training including online safety and all staff must sign to say they have read and understood Keeping Children Safe in Education annually. This is logged on the Mayfield Training Tracker.

Staff joining the school in year are provided with full safeguarding training prior to starting at the school.

Our staff induction process will cover:

- Mayfield Safeguarding & Child Protection policy
- Mayfield Behaviour policy
- EAT Staff Code of Conduct
- Mayfield Online safety policy
- Attendance policy and safeguarding response to children who go missing from education
- EAT Whistleblowing Policy
- The role of the DSL (including the identity of the DSL and any deputies)

Copies of policies and a copy of Part One, Part Five and Annex A & B of the KCSIE 2024 is provided to staff at induction.

Refresher training, safeguarding briefings and email bulletins provide staff with further support and training throughout the year. DSL's carry out safeguarding drop ins providing feedback to staff.

## 10.2 Staff Support

- Regular safeguarding supervision will be offered to the Lead DSL within school
- Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school
- DSLs will be supported to access training as appropriate including training in behaviour and mental health
- All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities

for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

## 11.0 The Use of Reasonable Force

The following is to be read in conjunction with the Behaviour Policy.

As a school we use the Team Teach Approach to promote positive and safe behaviour responses.

At Mayfield School children have a behaviour plan, risk assessment or care plan as appropriate; these are individual behaviour plans and are agreed with parents and carers.

We have staff across the trust trained as Team Teach Trainers. Our trainers are Christa Haddleton, Bianca Jackson and Sarah Kelly – all trainers receive updated training from TEAM TEACH (annually) to ensure they are fully competent and up to date with all relevant legislation.

ALL staff receive a level of training appropriate to the needs of the children they are working with, this means that all staff at Heathfield Road are trained in Level 1 & 2 so that they can support the children safely

As a school we will always aim to act in the best interest of the child:

- This means in principle any decisions that are made by staff must take into paramount consideration the child's welfare and this should take precedence over all other possible actions. For that reason, staff need to carefully consider what is in the best interest of the child, both in the short term and the longer term
- Selected staff are trained in the use of Restrictive Physical Restraint in line with Team Teach. This is only used when children are putting themselves or others at risk of immediate harm and any restraint physical intervention will be reasonable, proportionate and used as a last resort for the minimum time.

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

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom. Please See Departmental advice for 'Use of Reasonable Force in Schools'.

When using reasonable force in response to risks presented by incidents involving children/young people with medical conditions, our staff will consider the risks carefully.

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect children. Team Teach techniques seek to avoid injury to our children and young people, but it is possible that bruising and scratching may occur accidentally. These are not necessarily a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that our children and young people remain safe.

All incidents of the use of Reasonable Force are shared with parents, carers and where appropriate wider professionals at the earliest opportunity.

In the event of reasonable force being used staff are required to record each incident on the school behaviour reporting system called **Arbor** as soon as possible and no later than 24 hours. Sleuth is monitored by the associate heads of school and team teach trainer.

## 12.0 The School's Role in The Prevention of Abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that children:

- are treated with respect and dignity
- are taught to treat each other with respect
- feel safe
- have a voice and are listened to

Safeguarding issues, including online safety, child on child- abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.

This means that in our school:

- Attendance can be a contextualised factor. All staff will be made aware of our school's unauthorised absence and children missing from education procedures. Attendance data is analysed to support improvement in school processes and safeguarding practices for all families
- The Get Real Curriculum will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being
- The Rights Respecting School agenda supports children to know and understand their universal rights and gives them the knowledge and tools to express their wishes and feelings in relation to the rights of every child. It also supports students aged 18+ to understand their responsibility as an adult Duty Bearer.

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

We also recognise the particular vulnerability of children who have a social worker and DSL's meet to discuss cases to ensure that all children and families receive the best support and outcomes.

## 13.0 What we will do when we are concerned – Early Help Response

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

The child/student's voice must remain paramount within a solution focused practice framework.

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

If a 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) as required.

The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school-focused support.

The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and on going school-focused support.

This means that in our school we will implement Right Help Right Time:

- All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing
- Safeguarding leads will assess, plan, do and review plans
- Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD
- The DSL will generally lead on liaising with other agencies and setting up the Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed
- In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team

#### 14.0 Safeguarding Children who are Vulnerable to Radicalisation & Extremism

The following is to be read in conjunction with the Mayfield School Prevent Risk Assessment and Action Plan and Mayfield School Self-Assessment.

(Refer to appendix 3 & 4) With effect from 1<sup>st</sup> July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

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

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in appendix 3. All staff receive annual prevent training.

#### 14.1 Risk Reduction

The school governors, Executive Head Teacher and the Lead DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum, assembly guidance, the use of school premises by external agencies, integration of children by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this

end, open-source due diligence checks will be undertaken on all external speakers invited to our school.

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 4.

The school will monitor online activity within the school to ensure that inappropriate sites are not accessed by children or staff.

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

## 14.2 Channel

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

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

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

This means that in our school:

- Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion
- We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty

The school follows Birmingham's NO PLATFORM FOR EXTREMISM  
-Responding to speakers promoting messages of hatred and intolerance

The SPOC for our school is:



Name: **Caroline Mace**

All staff within our school will be alert to changes in a child's behaviour or attitude which could indicate that they need help or protection.

The school uses specialist online Filtering and monitoring software –CoConnect and Netsweeper OnGuard which blocks all sites on the Internet Watch Foundation (IWF) list.

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

Filtering and monitoring standards will be reviewed and monitored at least annually by the Education Impact Academy Trust IT team, Lead DSL and LT team at Mayfield School.

The school will follow the guidance provided by the DfE to meet the filtering and monitoring standards: <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

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

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

Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information Mandatory reporting of female genital mutilation: procedural information - GOV.UK ([www.gov.uk](http://www.gov.uk))

Failure to report such cases will result in disciplinary sanctions.

The member of staff will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

Further information can be found in the multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13

### **Forced marriage (Child Marriage)**

It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot

consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage and Multi-agency statutory guidance for dealing with forced marriage, which can both be found at *The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)*

GOV.UK (www.gov.uk) School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

Our school cohort and community means that Mayfield children are particularly vulnerable to potential 'forced/child marriage' due to their SEND needs and potential harm and exploitation. Staff play an integral part in keeping children safe and free from harm. Staff are alert to types of conversations, holiday destinations, discussions around family dynamics as well as conversations around new clothing, gifts, going abroad. The curriculum places emphasis on ensuring children are empowered and understand their own rights and responsibilities and how to make a positive contribution to the wider society.

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 receive annual updates on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- Sexual violence & sexual harassment
- Online safety
- Forced marriage (child marriage)
- FGM
- Honour based abuse
- Trafficking
- Criminal exploitation and gang affiliation

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans as part of schemes of work in the Social Emotional Development Strand of the Get Real Curriculum.

## 16.0 Children Missing in Education

Attendance processes and procedures at Mayfield School are a high priority; refer to the Mayfield Attendance Policy. The school ensures that attendance forms part of the safeguarding provision and pastoral managers all have a responsibility to manage attendance.

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, neglect and exploitation, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early

intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

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

The school must notify the Local Authority of any child/student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries.

The school (regardless of designation) must also notify the Local Authority of any child/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Child Registration) (England) Regulations 2016 amendments.

This means that in our school we will:

- Hold two or more emergency contact numbers for each child
- All our attendance work will liaise closely with the DSL
- We will adapt our attendance monitoring on an individual basis to ensure the safety of each child/student at our school.
- Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.
- We will work closely with the CME Team, School Admissions Service, Education Legal Intervention Team and the Elective Home Education Team and SENAR

#### 16.1 Children who are absent from education

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 school responds to unexplainable and/or persistent absences from education and children missing education and supports identifying such abuse, and in the case of absent children, 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 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.

Mayfield School is aware that unauthorised persistent absence can/is a safeguarding concern and liaises with Education Legal Intervention Team (ELIT), Children Missing in Education Team (CME), SENAR and Birmingham Safeguarding Team when a child/student is absent long term or missing in education. The attendance procedures ensure that these families and children/students are identified quickly and the response rapid to ensure the children/students are safe and well and support is in place.

Further information and support, includes:

- Guidance on school attendance 'Working together to improve school attendance' ([WWW.GOV.UK](http://WWW.GOV.UK)) including information on how schools should work

with local authority children's services where school absence indicates safeguarding concerns

- Mayfield School follows the guidance set out in DfE 'Children Missing Education' ([www.gov.uk](http://www.gov.uk)) and the advice from the Birmingham Safeguarding Team, ELIT and CME team. All actions are recorded on CPOMS.

## 17.0 Child on Child Abuse

It is important that schools can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sexting, initiation/ hazing, up skirting, sexual violence and harassment. The school's values, ethos and behaviour policies provide the platform for staff and children 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.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers

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

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.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum is embedded within the school SED curriculum strand.

Children questioning their gender may have wider vulnerabilities i.e. complex mental health and/or psychological needs, ASD and/or ADHD.

Mayfield school will take a cautious approach to support a child questioning their gender and 'provide a safe space' where pupils can speak out or share any concerns with staff. Guidance will be sort to ensure the right guidance and support is offered sensitively.

Schools should recognise the impact of sexual violence and the fact children and 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

This means that in our school:

- All staff will receive training on child-on-child abuse
- We will adopt the 'whole school approach' to tackling sexism

*Mayfield School understands the importance of being aware of and responding appropriately to all reports and concerns of child-on-child sexual violence and sexual harassment, including those outside the school and or online. Our children due to their SEND needs are more vulnerable and are at heightened risk of exploitation. Not all children are able to recognise the signs of exploitation. Mayfield's sex and relationships education curriculum is regularly reviewed to ensure all children remain safe in and outside of school.*

Mayfield school has a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

All staff working with children are advised to maintain an attitude of '**it could happen here**' When concerned about the welfare of a child; staff should always act in the best interests of the child. All staff will contact a DSL if they have any concerns about child-on-child abuse.

We fully understand that even if there are no reports of child-on-child abuse in school it may be happening.

As such all our staff and children are supported to:

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

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

Mayfield school will follow the guidance outlined in KCSIE 2024 Part Five

Mayfield school will follow both national and local guidance and policies to support any children and young people subject to any form of child-on-child sexual violence and sexual harassment as outlined in section five KCSIE 2024.

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

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

Our DSL will follow local and national guidance to enable provision of effective support to any child/student affected by this type of abuse

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance Safeguarding-guidance/children who abuse others including child on child abuse harmful sexual behaviour to *enable provision of effective support to any child affected by this type of abuse.*

## 18.0 Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. It may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

### County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, child referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals

*This means that in our school we will:*

- Notice and listen to children/ young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about
- Criminal Exploitation of children and vulnerable adults: County Lines guidance ([publishing.service.gov.uk](https://publishing.service.gov.uk)) Refer to: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance\\_-\\_Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)
- Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

## 19.0 Online Safety

The following should be read in conjunction with:

- EIAT staff code of conduct EIAT Staff Code of Conduct.pdf
- Mayfield Online Safety Policy & Appendix 5 – Remote Education-Keeping children safe online
- Keeping Children Safe in Education (2024)
- Cyber security standards for schools and colleges (2023) ([www.gov.uk](http://www.gov.uk))
- Early years foundation stage statutory framework (2024) section 3

It is essential that children are safeguarded from potentially harmful and inappropriate online material whilst being able to access the curriculum. Mayfield School recognises that children have exposure to online dangers regardless of SEND. Our aim is to ensure that children can access a full curriculum and understand how to manage these dangers effectively; we also aim to inform and upskill parents and families.

Mayfield School will ensure that online safety training is provided to all staff and children through the curriculum to protect and educate children, students, and staff in their use of technology and will establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: 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:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your children, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

### 19.1 Filtering and Monitoring

Education Impact Academy Trust will limit the exposure of the above risks by ensuring that there are appropriate filtering and monitoring systems in place which are reviewed regularly and effectively. Mayfield School Internet Service Provider is CoConnect which employs an external online monitoring provider – Netsweeper OnGuard; this ensures that filtering and monitoring are also externally monitored. In the event of an online capture allocated Mayfield contacts will be alerted at the same time and are:

- Executive Head Teacher - Vicky Miller - [v.miller@mayfield.eiat.org.uk](mailto:v.miller@mayfield.eiat.org.uk)
- Deputy Head Teacher & Lead DSL - Caroline Mace - [c.mace@mayfield.eiat.org.uk](mailto:c.mace@mayfield.eiat.org.uk)
- Deputy Head Teacher - Hayley Tinsley - [h.tinsley@mayfield.eiat.org.uk](mailto:h.tinsley@mayfield.eiat.org.uk)
- Associate Head of School – Wheeler St - Bianca Jackson [b.jackson@mayfield.eiat.org.uk](mailto:b.jackson@mayfield.eiat.org.uk)
- Associate Head of School – Heathfield Road – Christa Haddleton – [c.haddleton@mayfield.eiat.org.uk](mailto:c.haddleton@mayfield.eiat.org.uk)

Online captures will be managed as they arise with appropriate actions, risk assessments, training and any other relevant information implemented. All stakeholders will be informed as required including parents. Harmful content will be blocked. Regular review and feedback will ensure that the impact on teaching and learning is minimised.

Filtering and monitoring will be reviewed during weekly LT meetings; with provision reviewed termly or as required. The school will review its online safety using the 360 Safe review toolkit.

Mayfield School will use additional resources and guidance found at Safeguarding and remote education - GOV.UK ([www.gov.uk](http://www.gov.uk)) and providing remote education: guidance for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)).

To ensure that Mayfield keeps up to date with evolving cybercrime technologies the school and the Trust will use the Cyber Security Standards for Schools and Colleges.gov.uk to evaluate the effectiveness of our processes and systems. This will inform the staff training throughout the year and at induction.

Evaluation procedures involve the use of school walkie talkies. Pupils do not have access to these devices and they are closely monitored by appropriate staff as required and or stored in secure locations.

### **Consensual and non-consensual sharing of indecent images as part of child on child abuse:**

The school also follows DfE Searching Screening and Confiscation Advice for schools.



In the latest advice for education settings (UKCIS, 2024), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18.

Nudes and semi-nudes can be shared online via social media, gaming platforms, chat apps, forums, or involve sharing between devices using offline services. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nudes are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Staff will:

- Report it to the DSL or equivalent immediately
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal (see note below).
- In exceptional circumstances, it may be necessary for the DSL only to view the image to safeguard the child or young person. That decision should be based on the professional judgement of the DSL who may seek further advice from children's services/police
- If the imagery was viewed by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.
- Not delete the imagery or ask the young person to delete it
- Not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Not say or do anything to blame or shame any young people involved
- Explain to them that you need to report it and reassure them that they will receive support and help from the DSL

## 20.0 Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved in serious violent crime this may include:

- increased absence from school
- change in friendships
- relationships with older individuals or groups
- decline in performance
- signs of self-harm
- change in wellbeing or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate child involvement with criminal networks or gangs and associated with criminal exploitation

This means that in our school we will:

- Follow local and national guidance on preventing violence and gang involvement, criminal exploitation, vulnerable adults and county lines guidance.

- The Get Real Curriculum will support providing all children with the appropriate knowledge understanding and advice on these topics.
- Pastoral/DSL teams will take part in appropriate training and follow all referral processes.

## 21.0 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mayfield School is part of Operation Encompass and receives notices of domestic abuse and swiftly acts to support the child.

All Pastoral Managers are trained in operation encompass. The key adult is **Caroline Mace and Lucy Cornfield**.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

### National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form which can be completed to request a safe time for a call back.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safe lives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children)

## 22.0 Children and The Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17 year olds (refer to page 45 for weblinks) The guides explain each step of the process, support and special measures that are available.

There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### 23.0 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL's are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Mayfield School is aware that children with SEND can experience greater impact of a change in their home environment and we will advocate for children in this situation with other agencies. Early help is offered to families as soon as we become aware that a family could be at risk of homelessness or the families make us aware.

The Homelessness Reduction Act 2017 (see Homeless Reduction Act Factsheets within said policy), places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Early intervention and encourages those at risk to seek support before they are facing a homelessness crisis. The school will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Local authority children's social care will be the lead agency for these children and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.

### 24.0 Involving Parents/Carers

In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools 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 school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding & Child Protection Policy through the school website and safeguarding newsletter.

## 25.0 Multi-Agency Work

- We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888 or Early Help Locality Teams to complete a Family Connect Form Where the child 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 CASS strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child/student are met.
- We will co-operate with any child protection enquiries conducted by Birmingham Children's Trust: the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Child in Need, Initial and Review Child Protection Conferences, and Core Group meetings including strategy meetings where appropriate.
- We will provide reports as required for these meetings. If the school is unable to attend, a written report will be SEND and shared with Birmingham Children's Trust at least 24 hours prior to the meeting.
- Where a child/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- Domestic Abuse – the school is part of operation encompass with trained key adults.
- When children leave the school the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The DSL should ensure secure delivery all files, and confirmation of receipt should be obtained. This will be transferred separately from the main child file. Receiving schools and colleges should ensure key staff such as DSL's and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND), are aware as required. Refer to Appendix 7 for a copy of the transfer of files form.

## 26.0 Our Role in Supporting Children

- Our school staff will offer appropriate support to individual children/children who have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation. Our school's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.
- A 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 on CPOMS.
- 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 school community through a multi-agency risk assessment. Within our school 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 the school works in partnership with parents/ carers and other agencies as appropriate.
- The fact that a child or a student may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. All children will be provided with a trusted adult to support where required.

## 27.0 Opportunities to teach Safeguarding

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In schools, relevant topics will be included within Relationships Education (for all primary children), and Relationships and Sex Education (for all secondary children) and Health Education (for all primary and secondary children). In teaching these subjects schools must have regard to the statutory guidance. As a Rights Respecting School a nominated article is sent out weekly and is aligned to assembly themes, curriculum themes and current news topics as they arise. The weekly exposure to different articles supports teaching children and other stakeholders about safeguarding in the context of children's universal rights.

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Mayfield has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Lesson plans are personalised and fully

inclusive; developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The curriculum is age-appropriate and aligned to the children's cognitive development and delivers on issues such as:

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

Refer to the following guidance:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS) guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Get Real Curriculum
- Mayfield Online Safety Policy

## 28.0 Responding to an Allegation About a Member of Staff

Refer to the EIAT Trust Safeguarding and Child Protection Policy – appendix 2

### 28.1 Responding to low level concerns about a member of staff

Refer to the Mayfield and EIAT Low Level Concerns Policies

## 29.0 Children with Additional Needs

Mayfield children can present additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and **exploitation** in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration
- children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs
- some children are Mayfield are unable to communicate verbally to disclose abuse

Empowering our Learners

For children with a SEND social attitudes and assumptions about disability can have an impact on a children's self-confidence. Mayfield staff get to know children and focus on the best way to communicate with them is a positive way; building a child's self-esteem.

This can show the child that there is someone they can trust and communicate with and help them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

Mayfield staff help empower children and students by:

- providing them with communication support and regular/daily opportunities to express themselves
- helping them to build a supportive relationship with a trusted person (or more than one so that they develop a support network of adults in school)
- consulting them on their views and wishes about their life and care in order to meet their needs using a range of different communication methods
- providing accessible education on topics such as keeping safe, sex and relationships and online safety
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music
- giving them access to advocacy services (Malachi, Advocacy Matters)
- Ensuring all adults in school seek and share the true voice/wishes/feelings of the child and do not impose their own views or opinions

### Communication barriers

Adults may not have adequate knowledge and skills to communicate non-verbally with a child which can make it harder for children to share their thoughts and feelings. Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer. It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs. Without this knowledge children may not recognise that they are being abused or won't know how to describe what's happening to them. Some learners can even have no capacity to communicate at the level required to express themselves around any safeguarding issues or concerns.

Staff at Mayfield School have training on the signs of abuse; ensure that child observations are logged on CPOMS and shared with pastoral managers. Staff have communication training for all children including non-verbal children using symbols, MAKATON etc and are aware that they must be vigilant and observe any changes that could be a sign of abuse or neglect and report these immediately. Staff will report:

- The way the learner feels (sad, redrawn, agitated, scared, etc)
- The way they present (injuries, clothes, hygiene, etc)
- Their behaviour (not as usual, aggressive, new inappropriate touch, etc)
- Eating habits (Not eating anymore or very hungry)
- Changes to toileting habits/responses to intimate care
- Third party account (parents, siblings, other professionals, etc)



- Parental engagement (attendance to meetings, consultations with specialist and medical, lack of communication)

All children have a regularly reviewed communication profile. The curriculum covers topics which support children to stay safe personally and in their wider community.

#### Misunderstanding the signs of abuse

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability. A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from acting.

Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility. At Mayfield staff report all observation of physical injury regardless of context. All observations are discussed with DSL's reported on CPOMS; the school also involves external therapists such as occupational therapists. Parents and families play a huge part in supporting the school with behaviours and school to home support is also crucial.

#### Increased isolation

Disabled children may have less contact with other people than non-disabled children because they have:

- fewer out of school opportunities than their peers
- fewer opportunities for spontaneous fun with friends
- difficulty finding out about accessible events/places

#### Dependency on others

- Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.
- If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.
- Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected

#### Inadequate support

- It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems
- Disabled children are less likely to tell someone about experiencing abuse and



- more likely to delay telling someone than their non-disabled peers
- Some adults may not focus on a disabled child's views
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with disabled children

When working with children with disabilities, Mayfield staff are 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.

Further Information can be found at:

- SEND Code of Practice 0 to 25 years ([www.gov.uk](http://www.gov.uk))
- Supporting Children at School with Medical Conditions ([www.gov.uk](http://www.gov.uk))

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND [www.birminghamsendiass.co.uk](http://www.birminghamsendiass.co.uk)
- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- BEAS (Birmingham Education Advisory Service)

## 30.0 Children in Specific Circumstances

### 30.1 Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust) for the care 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 step parent

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

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

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

### 31.0 Quality Assurance

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

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

The BSCP has recommended that "in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted."

This means that in our school:

- We will complete the s175 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, child/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)

### 32.0 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 to share information.

This means that in our school:

- 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 school, 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.

### 33.0 Links to additional information about safeguarding issues and forms of abuse

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

33.2 Guidance on children in specific circumstances found in Annex A and B of KCSIE 2024, and additional resources as listed below:

Issue	Guidance	Source
Abuse	<p><b><u>Safeguarding guidance - abuse linked to faith or belief</u></b></p> <p><b><u>Safeguarding Guidance Domestic Violence and Abuse</u></b></p> <p><b><u>Safeguarding guidance - neglect</u></b></p> <p><b><u>Children who abuse others   West Midlands Safeguarding Children Link 74Group</u></b></p>	West Midlands Safeguarding Children Procedures
child-on-child abuse	<p><b><u><a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a></u></b></p>	West Midlands Safeguarding Children Procedures

Children and the Courts	<b><u>Young witness booklet age 5-11</u></b> <b><u>Young witness booklet age 12-17</u></b>	Ministry of Justice (MoJ) advice
Missing from Education, Home or Care	<b><u>Children missing from care home and education</u></b> <b><u>Regional safeguarding guidance children missing education</u></b> <b><u>Working together to improve school attendance (publishing.service.gov.uk)</u></b>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<b><u>Family members in prison</u></b>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<b><u>PSYCHOACTIVE SUBSTANCES   policeandschools.org.uk</u></b> <b><u>ALCOHOL   policeandschools.org.uk</u></b> <b><u>West Midlands Procedures Children with Substance Misusing Parents</u></b>	Birmingham Police and Schools Panels
Domestic Abuse	<b><u>West Midlands Procedures Domestic Violence and Abuse</u></b>  <b><u>www.operationencompass.org</u></b>	West Midlands Safeguarding Children Procedures Operation Encompass
Child Exploitation	<b><u>West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</u></b> <b><u>Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</u></b>  <b><u>Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance 2018</u></b>	West Midlands Safeguarding Children Procedures  WMP, BCSP, BCT
Homelessness	<b><u>Government Homelessness publication</u></b>	HCLG
Health & Wellbeing	<b><u>Self-harm and suicide procedures</u></b>	West Midlands Safeguarding Children Procedures
Online	<b><u>Searching, screening and confiscation (policeandschools.org.uk)</u></b>	Birmingham Police and Schools Panels

Report Remove	<p><b><u>Online safety: Children exposed to abuse through digital media   West Midlands Safeguarding Children Group</u></b></p> <p><b><u>Teaching online safety in school</u></b></p> <p><b><u><a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/</a></u></b></p> <p>Report Remove is here to help young people under 18 in the UK to confidentially report sexual images and videos of themselves and remove them from the internet.</p>	<p>West Midlands Safeguarding Children Procedures</p> <p>DfE</p> <p>Childline</p>
Private Fostering	<p><b><u>Information about private fostering and how to report</u></b></p>	<p>BCC</p>
Radicalisation	<p><b><u>Safeguarding children and young people against radicalisation and violence</u></b></p>	<p>West Midlands Safeguarding Children Procedures</p>
Violence	<p><b><u>Safeguarding guidance on sexually active children and young people</u></b></p> <p><b><u>HSB School guidance</u></b></p> <p><b><u>Children who pose a risk to children</u></b></p> <p><b><u>SECONDARY MENU   <a href="http://policeandschools.org.uk">policeandschools.org.uk</a></u></b></p> <p><b><u>Children affected by gang activity and youth violence</u></b></p> <p><b><u>Violence against women and girls</u></b></p> <p><b><u>Honour-based violence   West Midlands Safeguarding Children Group</u></b></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p>

For additional advice and support on a wide range of topics refer to KCSIE 2024 Annex A & B.

## Appendices

### Appendix 1 - Definitions and indicators of abuse

#### 1. Abuse, Neglect and Exploitation

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can

take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

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

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

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

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

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

## 2. Physical Abuse

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred

- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

### 3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or student 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 student, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/student performing sexual activities, or another person performing sexual activities on the child/student.

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 student (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/student such as to cause severe and persistent adverse effects on the child/student'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/student 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/student's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/student 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
- Respond sensitively, proportionately and confidentially when dealing with disclosures of child-on-child sexual violence and abuse (part 5 KCSIE)

## Appendix 2 - Dealing with a disclosure of abuse

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

When a child 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

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.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

### **Immediately after a disclosure**

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

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

### [Appendix 3 - Indicators of vulnerability to radicalisation & extremism](#)

1. Radicalisation is defined in KCSIE 2024 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 2024 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. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- **Identity crisis** - the student/child is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **Personal crisis** - the student/child 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/child'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/child 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** - children/children 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 4 – Preventing Violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for **Mayfield School** is **Caroline Mace** who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting children/children from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children/children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of Mayfield School in relation to protecting children/children from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting children/children from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to children/children who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable children/children into the Channel<sup>1</sup> process
- Attending Channel meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

#### Appendix 5 -Remote Education: keeping children safe online

The following should be read in conjunction with:

- Mayfield Online Safety Policy (2023)
- Keeping Children Safe in Education (2024)
- Providing Remote Education: Guidance for Schools - GOV.UK ([www.gov.uk](http://www.gov.uk))

The NSPCC also provides helpful advice - Undertaking remote teaching safely. Schools and colleges are likely to be in regular contact with parents and carers.

Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

At Mayfield School we offer face to face advice and guidance to parents on keeping their children safe online and using parental controls at every parents evening. Regular updates are shared with parents on class dojo, our parent communication platform, which allows parents to easily translate information into community languages.

Social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work

Schools are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

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

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

Child Exploitation and Online Protection command: CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse.

Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors

- The NSPCC provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The helpline provides expert advice and support for school staff and will be especially useful for DSL's
- Support from specialist sexual violence sector organisations such as Rape Crisis or The Survivors Trust
- The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying.
- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and [helpline@safinternet.org.uk](mailto:helpline@safinternet.org.uk). The helpline provides expert advice and support for school staff with regards to online safety issues
- IWF: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the IWF
- Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known

as sexting and youth produced sexual imagery). Please see footnote 8 for further information

- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders

## Appendix 6 - Emergency planning and response for education, childcare, and children's social care settings

Emergency planning and response for education, childcare, and children's social care settings ([publishing.service.gov.uk](https://publishing.service.gov.uk))

### **Security-related incidents in schools and colleges**

This section should be read in conjunction with the Lockdown Policy. A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

### **Vulnerable Children and Young People**

In all circumstances, vulnerable children and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

- Keeping children safe in education ([www.gov.uk](http://www.gov.uk))
- Working together to safeguard children - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Early years foundation stage (EYFS) statutory framework

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

### **Safeguarding Partners and Designated Safeguarding Leads**

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance Keeping children safe in education, and they

will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding onsite

## Appendix 7 - Transfer of Child Protection/ Safeguarding Records

Records should be transferred to the new setting within 5 working days of the date when the child ceases to be on roll. A copy of the records transfer form should be retained by the original setting until the child reaches the age of 25

<b>Transfer of records from</b>		<b>Transfer of records to</b>	
<b>Setting Name:</b>		<b>Setting Name:</b>	
<b>Address:</b>		<b>Address:</b>	
<b>Post code:</b>		<b>Post code:</b>	
<b>Tel No:</b>		<b>Tel No:</b>	
<b>Name of contact:</b>		<b>Name of contact:</b>	
<b>DETAILS OF CHILD</b>			
<b>Name of child:</b>			
<b>Date of Birth:</b>			
<b>Address:</b>			
<b>UPN:</b>			
<b>Ethnicity:</b>			
<b>Post code:</b>			
<b>Tel No:</b>			
<b>Siblings:</b>			
<b>Parent/Carer 1:</b>			
<b>PR:</b>			
<b>Parent/Carer 2:</b>			
<b>PR:</b>	Yes / No		
<b>FILE DETAILS</b>			
<b>Document</b> (tick if included)	<b>Details</b> (e.g. number of pages, historic or current, etc.)		
Summary Sheet			
Chronology			
School concern sheets / incident logs			
Child Protection records / minutes / reports			
Child In Need records / minutes / reports			

Child Looked After records	
Early Help Assessment / meeting minutes	
Referrals to Children's Services	
Referrals to other agencies ( <i>please specify</i> )	
Operation Encompass log sheets	
Any other documents ( <i>please specify</i> )	
<b>CONTACT &amp; TRANSFER OF INFORMATION</b>	
<b>Contact made by:</b>	
Date:	
<b>Contact made with:</b>	
Position:	
<b>Type of contact:</b>	Face to face / Telephone call
<b>Hand Delivery</b>	
Delivered by (print name):	
Date:	
Received by (print name):	
Signature on receipt:	
<b>By post</b>	
Special delivery details	
Other courier	
Tracking number/details:	
SENT by (print name):	
Date:	



## Appendix 8 - Example Flow Chart for Raising Safeguarding Concerns

# FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD Mayfield School – Heathfield Road



Designated Safeguarding Leads:  
**Caroline Mace (Lead)**  
**Hayley Tinsley**  
**Christa Haddleton**  
**Suzy Bradbury**  
**Charlotte Horne**  
**Ellie Howells**  
**Lucy Cornfield**  
**Maddison Smith**  
**Rowena Cope EYFS**

Class teams monitor with agreed actions and timescale

Speak to a DSL

Record on CPOMS

Visitors/agency to complete paper version of CPOMS forms once discussed with DSL

DSL reviews & actions next steps

Refer to CASS\* complete next steps

DSL discusses/meeting with parents/carers

DSL's monitor outcomes (CP, CIN, Early Help, school-based interventions)

Record on CPOMS

DSL team monitors with support of class teams, external professionals, parents and social care interventions

If the child is in immediate danger and the DSL/ deputy isn't available:  
 Make a referral to CASS:  
**0121 303 1888**  
 Call the police if appropriate

The local authority designated officer for concerns about adults is:  
 LADO  
**0121 675 1669**

DSL weekly meetings monitor CPOMS, actions and next steps and closed cases

\*CASS -children's advice & support service