



# Child Safeguarding Policy

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19.11.20	V6	Statutory Change	Trust

*To be read alongside all relevant Matrix Academy Trust policies and procedures*

## 1. Introduction

1.1 Academies in Matrix Academy Trust are totally committed to safeguarding and protecting the welfare of children and young people. We expect everyone who works in our Academies to share this commitment. Adults in our Academies take all welfare concerns seriously and we always act in the best interests of the child.

1.2 The protection of our pupils from suffering or the likelihood of suffering significant harm is the responsibility of **all** staff within our Trust, superseding any other considerations. Action should also be taken to promote the welfare of a pupil in need of additional support, even if they are not suffering harm or at immediate risk.

1.3 In this policy, we clearly outline the responsibilities of all adults working in the Academies to be aware of their duty and how to act upon any concerns with regard to child safeguarding. (*Children includes everyone under the age of 18 and students who are over 18 but still attend school.*)

## 2. Definition of Safeguarding

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

- Protecting children from maltreatment by taking action to enable all children to have the best outcomes
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

## 3. Aims

### 3.1 All of our Academies will aim:

- To protect our pupils and staff by recognising signs and symptoms of pupils suffering harm or likely to suffer harm at the earliest possible moment to prevent concerns from escalating
- To create a culture of vigilance by maintaining a 'child-centred' approach and always acting in the best interests of the child
- To ensure that pupils recognise when they are at risk and know how to get help when they need it

### 3.2 To achieve these aims each Academy:

- Appoints a Designated Safeguarding Lead (DSL) and Deputy
- Delivers child protection training which is regularly updated for all staff
- Requires staff to attend safeguarding courses
- Provide INSET for the whole staff on the most current safeguarding issues
- Consulted with external agencies on this policy
- Has firmly embedded safeguarding in the curriculum

3.3 All staff must read 'Keeping Children Safe in Education 2020 (Part one and Annex A), Staff Code of Conduct and Child Safeguarding Policy and sign to acknowledge they have read and understand the document.

3.4 This policy can be found on the Academy's website and on the shared area for staff. Supporting documentation and guidance for staff can also be found on the staff area.

## **4. Types of Abuse and Neglect**

4.1 It is important to remember that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

4.2 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 can be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

### **4.3 Physical abuse**

may involve hitting, shaking, throwing, poisoning, suffocating, burning or scalding, drowning 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 whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy.

### **4.4 Emotional abuse**

is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

### **4.5 Sexual abuse**

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not only perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **4.6 Neglect**

is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **5. Safeguarding is not just about protecting children from deliberate harm. It includes issues such as:**

- pupils' health and safety
- bullying, including cyber-bullying (by text message, on social networking sites, and so on)
- racist abuse
- homophobic and transphobic bullying
- harassment and discrimination
- domestic violence
- radicalisation and extremism
- gender or honour-based violence (including FGM)
- teenage relationship abuse
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- gangs and youth/serious violence
- internet or e-safety
- issues which may be specific to our local area or population, for example gang activity
- peer-on-peer abuse (see Anti-Bullying Policy)
- sexual violence and sexual harassment
- impact of new technologies on sexual behaviour, e.g. sexting (youth produced imagery)
- private fostering
- children who go missing from education
- children's mental health
- children required to give evidence in criminal courts
- children with family members in prison

5.1 Further information about specific safeguarding issues are found in addendum 1.

5.2 Each Trust Academy delivers Safeguarding across the curriculum to its pupils. This allows students to recognise when they are at risk and how to get help when they need it and to support students to keep physically and mentally healthy. Individual Academies identify how they achieve this within their addendums.

## **6. Procedures in Response to Disclosures or Concerns**

### **6.1 Each Academy has a Designated Safeguarding Lead (DSL).**

6.2 If any staff member suspects that a child may be a victim of abuse, they immediately inform the DSL of their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

6.3 In most circumstances when a child alleges abuse the Designated Safeguarding Lead will notify the parents at the earliest opportunity. However, in certain circumstances (usually

in response to an allegation of physical or sexual abuse within the family) referral to Children's Services (and thereby to the Police) may be made first.

6.4 All staff should have an awareness of any children who may benefit from 'Early Help' support to prevent concerns from escalating. Staff should discuss any concerns with the Designated Safeguarding Lead.

6.5 The Designated Safeguarding Lead will log all concerns and work with the appropriate agencies e.g. Children's Services. The Academies receive advice and guidance from their local Child Safeguarding Advisors. Academies use the common referral procedures available on line as per their Local Authority.

**6.6 If a pupil personally confides an incident and only wishes to speak to you, you should:**

- Inform them that you have a responsibility to report all incidents of abuse.
- Reassure them they have done the right thing.
- Leave questioning to the Police / Children's Services. If you contaminate evidence with incorrect questioning you may put the child at risk.
- Be honest about what happens next. If a child has told you about an incident, it is because they want help and look to you to give help.
- Contact the Designated Safeguarding Lead, personally and immediately (in their absence, the Deputy Designated Safeguarding Lead or the Head Teacher).
- Make detailed notes immediately (no later than one hour later) of what the child has said quoting the child's words verbatim.
- Be aware that if you are unable to speak to the Designated Safeguarding Lead (e.g. out of Academy hours), you have a **duty** to report your concerns to Children's Services.

**6.7 The member of staff should not:**

- Investigate the matter independently, especially through questioning the pupil.
- Implement Child Protection procedures without first consulting the Designated Safeguarding Lead unless, and only in exceptional circumstances such as in emergency or when there is a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services. If a referral is made, the Designated Safeguarding Lead should be informed as soon as possible.
- Discuss the disclosure with anyone unless instructed by DSL or Deputy DSL

**6.8 If a member of staff is concerned that a pupil is at risk according to any of the definitions, they should discuss the matter with the Academy's Designated Safeguarding Lead, who will:**

- Collect any other relevant information from colleagues / other agencies.
- Make a decision as to whether or not there are sufficient grounds to refer the matter to the appropriate agencies.
- Inform the member of staff and others concerned of the decision and future action to be taken, where appropriate.
- If, at any point, there is a risk of **immediate serious harm** to a child, make a referral to Children's Services **immediately**.

6.9 The Designated Safeguarding Lead (supported by other safeguarding staff), will call Early Help meetings and when necessary, Multi-agency Professionals' Meetings in order to support early intervention for children and families in need. Children's Services will be consulted at every stage.

6.10 The Academy will also have regard to Contextual Safeguarding (also known as extra familial harm) and will consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

6.11 Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside of these environments. All staff, but

especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

6.12 The Academy will send a representative to Child Protection Conferences and will forward full written reports if attendance is not possible. The Designated Safeguarding Lead receives and acts upon any updates or minutes. The Designated Safeguarding Lead will ensure participation by an appropriate member of staff in all Core Group activities forming a part of the Child Protection Plan established following a conference.

6.13 The Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise for staff. Safeguarding training will be completed as part of the new staff induction process.

6.14 The Academy will also work with agencies to ensure the monitoring of children not on the Child Protection List (not deemed to be *in need of a child protection plan*), but who may be living in risky situations - through a Child in Need plan or an Early Help Assessment.

6.15 If after a referral the child's situation does not appear to be improving, the Designated Safeguarding Lead should press for re-consideration to ensure their concerns have been addressed and that the child's situation improves.

## 7. Internal Communication

7.1 All Child Safeguarding concerns/issues will be CONFIDENTIAL. Sharing of relevant information to staff will be strictly at the discretion of the Designated Safeguarding Lead following the guidance issued by HM Government July 2018 - 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2018).

7.2 Information in relation to a student should not be kept "Confidential" if it is obtained through an external route. For example a member of staff learnt of a concern through a social encounter with a parent.

## 8. External Communication

8.1 In line with 'Keeping Children Safe in Education September 2020', data protection is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.

8.2 The Data Protection Act 2018 and GDPR do not prevent, or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. (Keeping Children Safe in Education September 2020)

8.3 All Academies follow the guidance in 'Keeping Children Safe in Education' September 2020 regarding transferring child protection files if a child leaves the Academy.

## 9. Allegations Against Adults and Whistleblowing

9.1 Whistleblowing is the act of disclosing wrongdoing. Please see the Matrix Whistleblowing Policy for further information.

9.2 Any allegations of abuse by a member of staff, supply teacher or volunteer should be reported **directly to the Head Teacher**, who will implement locally agreed procedures. The first priority for the Head Teacher will be to contact the Chief Executive Officer and the LA appointed Designated Officer (LADO), before any other action is taken, including informing the adult concerned.

9.3 In the event of the allegation being made against the Head Teacher, the Chief Executive

Officer of Matrix Academy Trust (Dame Maureen Brennan) should be informed and can be contacted on 01922 211264. The Chief Executive Officer (or in her absence the Chair of The Board of Trustees Mr J Bench) will seek advice from the Local Authority before any other action is taken. The Chief Executive Officer will then manage the allegation. Further guidance can be found in (Part Four) of Keeping Children Safe in Education September 2020.

9.4 In the event of the allegation being made against Matrix Central Team, the Chief Executive should be informed on 01922 211264.

9.5 On the conclusion of a case, the Academy will abide by its legal duty to make a referral to the DBS any individual who has harmed, or poses a risk of harm to a child or vulnerable adult ('Keeping Children Safe in Education' September 2020).

## **10. Procedures in Relation to Management and Recruitment of Staff**

10.1 We acknowledge that Safer Recruitment is an integrated element of safeguarding and that the principles are on-going through induction, monitoring and performance management.

10.2 Further information is found in the addendum entitled 'procedures in relation to management and recruitment of staff'.

## **11. Governance**

11.1 All Matrix Trustees and members of the Governance Advisory Board have an Enhanced DBS Check (without barred list, unless they are additionally in regulated activity).

11.2 Trustees fulfil legal obligations to provide a secure learning environment for its pupils.

11.3 Trustees and members of the Governance Advisory Board receive training in their responsibilities for safeguarding. This includes ensuring there are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupils' welfare. This includes ensuring:

11.3.1 Statutory safer recruitment procedures are adhered to

11.3.2 All staff undergo safeguarding training and child protection training at induction and this is regularly updated in line with advice from the local Safeguarding Children's Board

11.3.3 Appropriate filters and appropriate monitoring systems are in place to safeguard pupils from accessing potential harmful and inappropriate online material from the Academy IT system (please refer to the Trust's E-Safety Policy and ICT Acceptable Use Policies)

11.3.4 Pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum

11.4 The Trust appointed Mrs D Williams, is the Nominated Governance Lead for Safeguarding and E-Safety. She is responsible for liaising with the Head Teacher and Designated Safeguarding Leads over matters regarding child protection issues. The role is strategic and does not involve concerns about individual pupils. Mrs D Williams can be contacted via our main office on 01922211264.

11.5 The Trustees have allocated the role of Designated Teacher to promote the educational achievement of children who are looked after, or previously looked after, to the Designated Lead. This is because the most common reason for children becoming looked after is as a result of abuse/neglect. The Designated Lead works with the Virtual School Head Teacher to identify individual pupil needs and to develop and implement a Personal Educational Plan for every pupil in Local Authority care.

11.6 The Trust acknowledges its retained responsibility for any activities carried out with children on site or using the Academy's facilities - even if delivered by an external body or

organisation. In such circumstances, the governing body satisfies itself that the group or organisation has its own safeguarding policy and procedures for safer recruitment of staff or leaders, or that the organisation signs up to the policy and procedure of the Academy. Therefore, the governing body and Head Teacher will only grant permission for use of the premises to recognised bodies (usually a national affiliation and a written statement of their adherence to safeguarding principles).

**All Staff**

**If you are concerned that a child is at risk from:**

**If a child discloses to you that they are at risk from:**

<b>Emotional Abuse</b>	<b>Neglect</b>	<b>Physical Abuse</b>	<b>Sexual Abuse</b>	<b>Any Other Safeguarding Concerns(s)</b>
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**DO NOT discuss with the child in person.**

**Report immediately to the Designated Safeguarding Lead**

- Listen
- Reassure
- **DO NOT** promise confidentiality
- Establish basic facts - what, when, where, who
- Tell the child what you are going to do next

**Report immediately, in person, to the Designated Safeguarding Lead**

**Record accurately and refer using your schools safeguarding procedure.**

**Child Safeguarding Designated Staff  
Designated Safeguarding Lead  
or in their absence:  
Deputy Designated Safeguarding Lead  
Headteacher**

Members of staff with Advanced Level Child Safeguarding and Multi Agency Working training are identified for each school **within the schools individual appendix.**

## Addendum 1

### Further information about safeguarding

#### Childhood Mental Health

Mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don't choose to have a mental health problem. It can be difficult to know if a child is suffering as they often keep it to themselves.

Some of the signs to be aware of may be:

- becoming withdrawn from family and friends
- persistent low moods and unhappiness
- tearfulness and irritability
- worries that stop them carrying out day to day tasks
- sudden outbursts of anger directed towards others or themselves
- loss of interest in activities that they used to enjoy
- problems eating or sleeping
- physical indicators, such as self harm

Any member of staff who suspects a child or young person is suffering with their mental health should share their concerns with the **Designated Safeguarding Lead**.

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. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests that they are experiencing a mental health problem or be at risk of developing one.

#### Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of a range of safeguarding possibilities. The pastoral team follow the Academy's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and child criminal exploitation, and to help prevent the risks of them going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as; travelling to conflict zones, Female Genital Mutilation and forced marriage.

Each Academy will inform their Local Authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of the Academy by their parents and the Academy has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the Academy at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to

attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the Academy at the end of that period;
- has been permanently excluded.

Our Academies will inform the Local Authority of any pupil who fails to attend the Academy regularly, adhering to the authority's guidelines. Our Academies work closely with the Local Authority Attendance Officer, who will carry out 'safe and well' checks where necessary, in discussion with the Designated Safeguarding Lead. Our Academies will always liaise with, and take advice from Children's Services.

The Academy will inform the Local Authority of any first day absence of a Looked After Child, where contact with carers could not be made.

For further information and guidance please refer to the relevant Academy's policies in conjunction with this policy. For further guidance on **Children Missing from Education**, please also refer to the Academy's Attendance Policy. Parents/Carers must ensure the Academy has at least two emergency contacts for their child.

### Children with Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. Staff in our Academy recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Looked after and Previously looked after children may also have additional barriers to overcome in relation to safeguarding. The staff member for each Academy with responsibility for LAC and PLAC children are named in their Academy addendum.

### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be the financial benefit to other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

**Child sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

**Child Criminal Exploitation** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim wants or needs and/or (b) for the financial or other advantage of the perpetrator or facilitator and or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears to be consensual. CCE does not always involve physical contact, it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines see section 18), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following signs may be indicators of child sexual exploitation and child criminal exploitation:

- children who appear with unexplained gifts/money or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.
- Children with unexplained injuries
- Children in possession of multiple mobile phones

### **Criminal Exploitation of Children (County Lines)**

County lines is the police term for gangs and organised criminal networks supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person under the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store 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 schools, children's homes and care homes.

The national picture on county lines continues to develop but there are recorded cases of the use of social media to make initial contact with children and young people.

### **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any Deputies) should be aware of contact details and referral routes in to 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, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **'Honour Based' Abuse (HBA)**

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital

Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and treated as such. If in any doubts staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Female Genital Mutilation (FGM)**

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

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Possible warning signs that FGM might be about to take place are:

- mention of a female relative coming to visit
- a girl becoming easily distressed, fearful or anxious
- referencing FGM (or its other alternative names)
- a child talking about a special procedure/ceremony that is going to take place
- the family making preparations to take the girl abroad 'on holiday' e.g. arranging vaccinations or requesting a prolonged absence from school

There is a range of symptoms of FGM that could consist of:

- severe and/or constant pain
- infections, such as tetanus, HIV and hepatitis B and C
- infertility
- bleeding, cysts and abscesses
- difficulties urinating or incontinence

Victims of FGM are likely to come from a community that is known to practise FGM. Teachers must personally report to the police, after informing the Designated Safeguarding Lead, if they discover that FGM appears to have been carried out on a girl under the age of 18.

### **Forced Marriage**

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 communities use religion and culture as a way to coerce a person into marriage.

### **Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation - technology often provides the platform that facilitates harm. An effective approach to online safety empowers an Academy to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material

- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

Please also refer to the Trust's E-Safety and ICT Acceptable Use Policies.

As our Academies increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home. All our Academies use specialist online monitoring software to ensure that inappropriate content or sites are not accessed by pupils or staff. Please also refer to the Trust's 'Employee Code of Conduct'.

Ours Academies will cascade information regarding keeping children safe online regularly to parents.

### Preventing Radicalisation

The Counter-Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("The Prevent duty"). The Internet and use of social media has become a major factor in the radicalisation of young people.

All staff should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

Concerns may result in a referral to the Channel Programme. The Channel Programme is a voluntary process which supports people identified as being vulnerable to being drawn into terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our Academies value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils 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.

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. Each Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to the Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our Academy's safeguarding approach.

Please refer to our 'Radicalisation and Extremism' policy and our 'Prevent' risk assessment.

- Terrorism is an action that endangers or cause 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.
- **If you have any concerns about any of the above please report immediately to the Designated Safeguarding Lead.**

### Private Fostering

Where Academies have not been involved in making the arrangement but a member of staff at an Academy becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, with the intention that it should last for 28 days or more, parents and private foster parents both have a legal duty to inform the relevant local authority at least 6 weeks before the arrangement is due to start; not to do so is a criminal offence. The member of staff should raise this in the first instance with the Designated Safeguarding Lead. The Academy will notify the Local Authority of the circumstances and the Local Authority will check that the arrangement is suitable and safe for the child.

### Peer on Peer / Child on child abuse

All staff are aware of safeguarding issues that can manifest themselves via peer on peer / child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- physical abuse such as; hitting, kicking, shoving, biting, hair-pulling, gender based violence /
- sexual assaults and sexting. This could, for example, include pupils being sexually touched/assaulted, sexting or being subjected to initiation/hazing type violence. Abuse will never be passed off as 'banter' or 'part of growing up'.
- Sexual violence and sexual harassment.
- Up skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation and distress.

The Voyeurism (Offences) Act, which is commonly known as the Up skirting Act, came into force on 12th April 2019. Up skirting is a criminal offence, anyone of any gender can be a victim.

Staff are clear as to the Academy policy and procedures with regards to peer on peer / child on child abuse as defined in the Anti-Bullying and Behaviour Policy and broader child protection procedures.

Pupils 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. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

### Sexting (Youth Produced Imagery)

Sexting is the sharing of sexual imagery by young people.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The Academy adheres to guidance from the UK Council for Child Internet Safety (UKCCIS August 2016) which acknowledges the current broad usage of the term 'sexting' and introduces the phrase 'youth produced sexual imagery'. The guidance covers the following incidents:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

The advice does not cover the sharing of sexual imagery of people under the age of 18 by adults as this constitutes child sexual abuse and requires immediate police involvement.

All incidents of youth produced sexual imagery are dealt with as safeguarding concerns. Staff must follow the safeguarding referral system if any such incident comes to their attention.

### Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are **never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is **not** acceptable, will **never be tolerated** and is **not** an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### What is sexual violence and sexual harassment?

#### **Sexual Violence**

It is important that Academy and college staff are aware of sexual violence and the fact

children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates 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 or anus 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.

### What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and had the freedom and capacity to make that choice.

### Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to; violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

Sexual 'jokes' or taunting;

Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (Academies should be considering when any of this crosses a line into sexual violence - it is important to talk and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

### The response to a report of sexual violence or sexual harassment

The response to a report from a child is important. It is **essential** that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should **never** be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **Children's need for a social worker**

Local authorities should share with the Academy the fact a child has a social worker and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education.**

Our Academies are undertaking a phased approach to incorporating relationships education, relationships and sex education (RSE) and health education within the curriculum. Please also see our Trust's Relationships Education, Relationships and Sex Education (RSE) policies.

### **Safeguarding during Covid-19 measures**

From September 2020, the Government expects schools to fully re-open for all pupils however there will still be a variety of protective measures in place due to Covid-19. Academies within Matrix Academy Trust will be mindful of any further specific guidance released by the Government in relation to safeguarding. Staff will be alert to the impact there has been on pupils following this pandemic and may identify new safeguarding concerns as a result.

## Addendum 2

### Procedures in Relation to Visitors to the Academy Site

- Visitors are required to report **directly** to the reception by the main entrance.
- Once inside the Academy, all visitors must sign the visitors' book.
- The Visitor Information Booklet must be read and signed for at reception.
- A visitor's lanyard will be issued which is to be worn at all times.
- Any unaccompanied visitors on site who are not recognised must be politely approached, questioned about their business in school and escorted **immediately** to reception.
- The Academies reserve the right to refuse entry or terminate a visit at any time.

### Classification of Visitors

- Visitors can be classified according to their degree of access to children:

#### People working with children

- Peripatetic teachers, sports coaches, LA employees, school nurses, volunteers, Children's Services staff.
- Unless the visit is expected or the visitor is well known to the person admitting them, authority must be obtained from a member of the Leadership Team before allowing access to the Academy.
- The identity of the visitor must be confirmed.
- All such visitors will have enhanced DBS clearance.
- If the clearance is not held by us, we will require confirmation that appropriate clearance has been obtained and the visitor will wear a badge issued by the organisation holding their DBS clearance.
- Material and key messages planned by guest speakers will be vetted prior to the event and, where appropriate, a social media check will be carried out.
- School Experience Programme participants are **accompanied at all times by Academy staff**.

#### People not working with children

*Examples: builders and gardeners etc.*

- Unless the visit is expected or the visitor is well known to the person admitting them, their identity should be confirmed and the authority of a member of the Leadership Team must be obtained before allowing access to the Academy.
- They are to be **supervised while pupils are on the premises**. The amount of supervision required is dependent on the visitors' actual or potential proximity to pupils and the Academy's knowledge of them.

#### Escorted visitors

*Examples: parents/carers, prospective parents, job candidates.*

- These people **must be accompanied at all times**.

## Addendum 3

### **Procedures in Relation to Management and Recruitment of Staff**

Our recruitment procedure pays full regard to 'Keeping Children Safe in Education' September 2020 and our safer recruitment practice includes: scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history and ensuring that the candidate has the health and physical capacity for the job. It also includes interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

Additional checks are carried out on applicants who have lived or worked outside the UK to ensure any relevant events that occurred outside the UK can be considered.

Relevant staff undertake Safer Recruitment training and there is always at least one person on every interview panel who has completed Safer Recruitment training.

A central record is maintained within Academies of all staff and teacher trainees, indicating whether the following checks have been carried out or certificates obtained, and the date on which each check was completed / certificate obtained:

identity; barred list; enhanced DBS; prohibition from teaching; qualifications; the person's right to work in the UK.

Where checks are carried out on volunteers, the details will be recorded on the single central register.

The specific vulnerability of supply staff and volunteers is recognised by the Academy and they are appropriately supported by senior staff. Provisions include issue of guidelines of our Behaviour Management Procedures and Child Safeguarding Procedures to all supply staff and volunteers whilst they are engaging with the children in the Academy.

Members of staff undergo safeguarding and child protection training at induction followed up by regular updates including annual refresher training to ensure they are fully briefed on safeguarding and child protection developments. Staff induction includes awareness sessions on the Safeguarding Policy, the Academy's Behaviour Policy and the response from schools when a child goes missing from education. In addition:

- All staff and volunteers receive Level 1 Basic Awareness Safeguarding Children and Young People training at least every 2 years, delivered by the Designated Safeguarding Lead and safeguarding staff.
- Members of staff also receive training to raise their awareness of appropriate behaviour in relation to physical contact, professional relationships and so on, in order to keep pupils safe and to keep staff safe from inappropriate allegations (see Employee Code of Conduct).
- Designated Safeguarding Lead and Deputies receive Level 2 Advanced Training every 2 years.

Designated Safeguarding Lead receives regular training, at least annually, to keep up to date with any developments relevant to the role which includes:

- Management/support for the Early Help process
- Providing advice and support to other staff on child welfare and child protection matters
- Taking part in strategy discussions and inter-agency meetings
- Contributing to the assessment of children
- Liaising with the Local Authority and working with other agencies in line with 'Working Together to Safeguard Children' (July 2018) and 'Keeping Children Safe in Education' September 2020.

There may be times when adults in our Academy, in the course of their duty, use physical intervention to restrain children. The Head Teacher requires the adult involved in any such

incident to report this to him/her **immediately** so it can be recorded appropriately.

*NB: Physical intervention is appropriate in line with guidelines in section 50A of the Education Act 1996.*

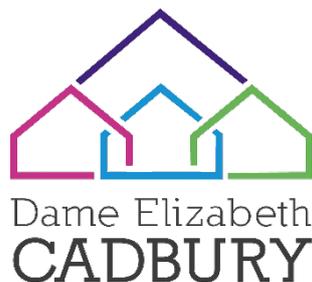
Members of staff are aware of their rights, responsibilities, duties and powers relating to managing pupils' behaviour in school (see Policy for the Use of Control & Reasonable Force), during school activities offsite. They are also aware of the need to **report** issues for action by the Academy Leadership, even when these occur beyond the Academy and other than during an offsite activity - if there are safeguarding implications for the individual children involved, other children or members of the public.

*NB: These powers and those of the Head Teacher to take action against a child who causes a problem even beyond the school and outside school hours are outlined in the Education & Inspections Act 2006.*

Our primary Academy will follow the DfE statutory guidance 'Disqualification under the childcare Act 2006' updated 31 August 2018. Staff at the Primary Academy should declare on appointment they are not disqualified but if their circumstances change they must inform the Head Teacher.

Staff relationships and associations in and out of the Academy (and online) may have implications for the safeguarding of students. Staff should discuss any changes to personal circumstances with the DSL and/or Head Teacher if it may impact the safeguarding of any student.

## Addendum 4



### **Dame Elizabeth Cadbury School Safeguarding through the Curriculum**

The teaching of safeguarding and the promotion of Fundamental British Values is achieved and delivered in a variety of ways here at Dame Elizabeth Cadbury. We aspire to support our students to recognise when they are at risk and how to get help when they need it and to support students to keep physically and mentally healthy.

Our broad and balanced curriculum gives students the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equip every child with the knowledge and skills required for personal safeguarding. Across Years 7- 13, we have a rich PSHE curriculum which covers a broad variety of topics such as: mental health, online safety, community cohesion, world cultures, sexual health, British values, homosexuality, gender identity, healthy relationships, globalisation, free speech, drugs/alcohol education, the economy, the rule of law, knife crime, FGM, human rights, the media, financial management and more. Alongside our planned PSHE curriculum we ensure we are reactive to any rising themes within school, the community and the wider world and educate our students to have a greater understanding of these themes. At Dame Elizabeth Cadbury, we recognise the importance of the personal, social, emotional and economical development of our students and allocate a weekly hour of teaching to our PSHE curriculum. We run CPD sessions to staff, to support their development for delivering our PSHE curriculum and hold student drop in sessions to support with any challenges or struggles they may want some further advice on. To further support the students development, we hold topic days during the year where we utilise the expertise of external providers to deliver workshops and sessions. We use assembly time to deliver the 25 dispositions of the Birmingham SACRE. We use theatre performances and bespoke intervention sessions to accompany our curriculum. We have worked with organisations such as Alter Ego Theatre company, Birmingham University, West Midlands Police, St John's Ambulance service, our School Nurse team, Forward Thinking Birmingham to name a few and on-going partnerships have been developed, as a result allowing for the sharing of good practice and staff development.

## Addendum 5

# **Dame Elizabeth Cadbury**

## **Designated Safeguarding Staff:**

If you are concerned about a child please report immediately to:

Mr C Walton (Designated Safeguarding Lead)

or in his absence

Mr M Dunn (Head Teacher)

Ms A Morris (DECS School Social Worker / Deputy DSL)

## **Reporting Procedure**

A face-to-face conversation with the Designated Safeguarding Lead immediately, supported with a BROMCOM Safeguarding Concern referral.

## **Children's Services Contacts**

Birmingham Children's Advice Support Services (CASS)	0121 303 1888
Birmingham out of hours emergency	0121 675 4806
PREVENT Coordinator - Mr W Ahmed	0121 303 7682 / 07557 203290
Police	101 / 999

## **LADO Contacts**

LADO (Local Authority Designated Officer)

Birmingham LADO

0121 675 1669

## **Staff with Multi-Agency Advanced Safeguarding Training are:**

Mr C Walton (Designated Safeguarding Lead), Mr M Dunn ( Head Teacher), Mr W Ali (Deputy Head Teacher), Mrs N Minogue (Attendance Manager), Mr R Hanson (Exeter Team Leader), Mrs B Greene (York Team Leader), Mr O Hanson (Head of Sixth Form), Ms A Morris (School Social Worker)

## **Right Help Right Time**

- All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board in Right Help, Right Time and procedures for Early Help.
- Where unmet needs have been identified for a child/ young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to the school's vulnerable child list and support school staff to deliver an appropriate Early Help response.
- In the first instance the child/young person will be interviewed by one of our DSL's. If required the Signs of Safety and Wellbeing practice framework to express their lived experience will be used. This will be documented in the '3 houses format' and added to the child's file. At this stage simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child/young person may then be removed from the vulnerable children list.
- Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school focused action plan with the child/young person and parent/carer as appropriate utilising the Signs of Safety and Wellbeing practice framework, the 3 columns of the Early Help Assessment or Early Help conversation log. This school focused plan will then be regularly reviewed and updated to record progress

towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed the child can then be removed from the vulnerable children list.

- Should the professional opinion of the DSL indicate that a multiagency Early Help response is required in order to meet the unmet safeguarding need the DSL will initiate an Early Help Assessment and an Our Family Plan and register these documents with the Early Help support team. This multi-agency plan, with support from the Early Help panels as appropriate, will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.
- Should the DSL feel that a Think Family or Social care response is needed to meet the 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 multiagency safeguarding response and on-going school focused support.

### **Birmingham Children's Trust Annual 175 audit**

- As part of Dame Elizabeth Cadbury School's commitment to Safeguarding our young people and as directed by the local authority and Birmingham Children's Trust we will annually submit the s175 Safeguarding audit report. This safeguarding self-assessment tool aids and refines our safeguarding practices within school.