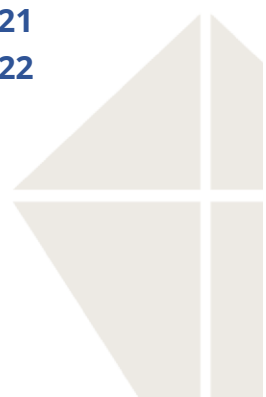


Safeguarding Policy for Central Team staff

Issued: October 2020
Reviewed: October 2021
Next review due: Autumn 2022



Links with other policies

This policy has obvious links with the wider safeguarding and child protection agenda.

Staff should familiarise themselves with the following relevant guidelines and procedures:

- BDMAT Whistleblowing Policy,
- BDMAT Staff Code of Conduct
- BDMAT Acceptable Use of ICT policy
- BDMAT Guidance on Safer Recruitment
- DfE guidance regarding COVID-19.

- **Procedures and Practice Standards** of Birmingham Safeguarding Children Partnership, available here; <https://lscpbirmingham.org.uk/policies-and-procedures-pro>

- **Resolution of Professional Disagreements about Safeguarding Children**
https://westmidlands.procedures.org.uk/assets/clients/6/Birmingham%20downloads/Resolution_and_Escalation_Protocol_FINAL%201.pdf

- **For the contact list of Agencies' Senior Safeguarding Leads**
https://westmidlands.procedures.org.uk/assets/clients/6/Birmingham%20downloads/Senior_Safeguarding_Leads_May_2021.doc

Staff are to sign below to show that they have read and understood this policy and will apply it within their daily working practices.

Name of staff.....

I have read the Safeguarding & Child Protection Policy 2021 and understood it and will apply it within my daily working practice.

Signature Date

Please cut along the line and return to the Head of School Support on completion.



CONTENTS

Part 1: Safeguarding Policy	Page 2
1. Introduction	Page 2
2. Overall aims	Page 4
3. Guiding principles	Page 4
4. Key processes	Page 5
5. Expectations	Page 6
6. The Board of Directors	Page 6
7. A safer school culture	Page 7
7.1 Safer recruitment and selection	Page 7
7.2 Induction	Page 8

Part 2: The Key Procedures	Page
8. Responding to an allegation about a member of staff	Page 8
9. Links to additional information about safeguarding issues and forms of abuse	Page 10
Appendices	
Appendix 1: Definitions and indicators of abuse	Page 14
1. Neglect	Page 14
2. Physical abuse	Page 15
3. Sexual abuse	Page 15
4. Sexual exploitation	Page 16
5. Emotional abuse	Page 17
6. Responses from parents	Page 18
7. Disabled children	Page 18
Appendix 2: Dealing with a disclosure of abuse	Page 19
Appendix 3: Allegations about a member of staff, director, member, governor or volunteer	Page 21

PART ONE: SAFEGUARDING POLICY

1.0 Introduction – *We use the BCC Model Policy for our BDMAT Central Team staff. For concerns regarding staff/pupil/governor etc in a school we would use guidelines from whichever Local Authority policy that the school is in.*

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

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

Children include everyone under the age of 18.

1.2 The Trust is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- Our children have the right to be protected from harm, abuse, and neglect;
- Our children have the right to experience their optimum mental and physical health;
- That every child has the right to an education and children need to be safe and to feel safe in our schools;
- Children need support that matches their individual needs, including those who may have experienced abuse;
- Our children have the right to express their views, feelings and wishes and voice their own values and beliefs;
- Our children should be encouraged to respect each other's values and support each other;
- Our children 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 schools will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-

phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours;

- All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.

1.3 The Trust will fulfil their local and national responsibilities as laid out in the following documents:

- *The most recent version of **Working Together to Safeguard Children** (DfE)*
- *The most recent version of **Keeping Children Safe in Education: Statutory guidance for schools and colleges** (DfE Sept 2021)*
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002 s175**
- **Sexting in Schools & Colleges – responding to incidents and safeguarding young people** (UKCCIS) 2016
- **UKGDPR**
- **Data Protection Act (DPA) 2018**
- **Mental Health & Behaviour in Schools**
- **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, April 2016, HM Government**
- **Protecting Children from Radicalisation: The Prevent Duty, 2015**
- **Relationships education, relationships and sex education (RSE) and health education**
- **Voyeurism offences act 2019**
- **Children missing education**
- **Sharing nudes and semi-nudes advice for education settings working with children and young people**
- **Teaching Standards**

2.0 Overall Aims

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

- Adopting a BDMAT wide approach to safeguarding;
- Ensuring that safeguarding and child protection underpin all relevant aspects of process and policy development;
- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient, and robust ethos in our schools, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils face of being exposed to multiple harms including violence, extremism, exploitation, discrimination, or victimisation;
- Recognising risk and supporting Online Safety for pupils, including in the home.

2.2 This policy will contribute to supporting our pupils by:

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

2.3 This policy will contribute to the protection of our pupils by:

- Implementing Child Protection Policies and procedures.

3.0 Guiding principles

3.1 These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right time):

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

3.2 In addition the Board has identified the following key safeguarding messages for schools:

- Every child is entitled to a rich and rounded curriculum;
- Governance is corporate, and decisions are collective, but individual Governors and directors can and should take the lead on specific aspects of school life such as safeguarding; and
- When issues arise, the Head Teacher should speak out, addressing them internally where possible and escalating when this is unsuccessful.

4.0 Key processes

- 4.1 All staff must be aware of the guidance issued by Birmingham Safeguarding Children Partnership in [Right Help Right Time](#), and procedures for [Early Help](#).
- 4.2 All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.
- 4.3 School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating. All school staff are therefore trained and required to notice any concerns about children which may help to identify those that would benefit from early help.
- 4.4 BDMAT recognises that providing timely early help is more effective in promoting the welfare of children than reacting later. DSLs are accountable and responsible for ensuring the identified needs of children are acted upon early; without delay and as soon as the problem emerges which may be at any point in a child's life.

5.0 Expectations

- 5.1 All BDMAT Central Team staff will:

- Be familiar with this Safeguarding Policy and the BDMAT Acceptable Use of ICT Policy;
- Be aware that personal mobile telephones must never be used to take images of pupils. Calls to parents and or children should not be made from a personal device (unless in extreme circumstances such as COVID19 for welfare calls under the direction of the CEO);
- Understand their role in relation to safeguarding; (All employees have a duty of care to pupils);
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the written record to the DSL, or deputy DSL or Headteacher in the school;
- Deal with a disclosure of abuse made to you, from a child in line with the guidance in Appendix 2 - you must inform the school DSL or Headteacher immediately and provide a written account as soon as possible;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- All Governors, members and directors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check).

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

6.0 The board of directors

6.1 The board of directors of the Birmingham Diocesan Multi-Academy Trust is the accountable body and must ensure that they comply with their duties under legislation.

6.2 The board will ensure that:

- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- all directors and governors must have read parts 2, 3 and 4 of "KCSIE-2021";
- the Trust operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- schools and the trust remedy any deficiencies or weaknesses brought to its attention without delay; and

- the trust has procedures for dealing with allegations of abuse against staff/volunteers/trustees/contractors.

6.3 The nominated director for safeguarding at the trust is Olivia Jenkins. The nominated director is responsible for liaising with the CEO and the BDMAT Head of School Support 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 pupils.

6.4 The nominated director for safeguarding will receive safeguarding training relevant to the governance role and this will be updated every 2 years.

6.5 The Head of School Support will liaise with the CEO to produce a report each term for the directors.

6.6 The board has a written policy and procedures for dealing with allegations of abuse against centrally employed members of staff, directors or volunteers that complies with all BSCB procedures.

6.7 The board of the Trust will liaise with the Children’s Trust regarding concerns about the CEO. The CEO will liaise with the Children’s Trust regarding concerns related to Central Team Staff.

7.0 A safer culture in our schools

7.1 Safer Recruitment and Selection

7.1.2 The Trust pays full regard to ‘Keeping Children Safe in Education Sept 2021’. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, including at least one who can comment on the applicant’s suitability to work with children, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job and can explain any gaps in employment history. It also includes undertaking interviews and appropriate checks including right to work, identity checks, disclosure & barring check (DBS checks), barred list checks and prohibition checks. Section 128 check for prohibition from management position, overseas check for staff who have worked or lived outside the UK and disqualification from child care check where required. Evidence of these checks must be recorded on the Single Central Record.

7.1.3 All recruitment materials will include reference to the trust's commitment to safeguarding and promoting the wellbeing of pupils.

7.1.4 The board will ensure that within the BDMAT Central Team, there are staff who have undertaken appropriate training in Safer Recruitment. One of these will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

7.2 Induction

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

- The safeguarding and child protection policy;
- Part 1 of KCSIE 2021 and Annexe A;
- The staff conduct policy;
- BDMAT Whistleblowing policy;
- Policy and procedures for dealing with allegations of abuse against centrally employed members of staff, directors or volunteers;
- Acceptable Use of ICT Policy; and
- Procedures on how to report a safeguarding concern to the DSL.

7.2.2 Copies of policies and a copy of Part one of the KSCIE-2021 document should be provided to staff at induction.

8.0 Responding to an allegation about a member of staff

See also Birmingham Diocesan Multi- Academy Trust Procedures on [Allegations against Staff and Volunteers](#).

8.1 This procedure must be used in any case in which it is alleged that a member of staff, director, member. visiting professional or volunteer has:

- Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
- Possibly committed a criminal offence against or related to a child/young person; or
- Behaved in a way that indicates they are unsuitable to work with children/young people;
- Behaved towards a child or children in a way that indicated they may pose a risk of harm to children (this includes behaviour outside of school);

- The new provision as set out in part 4 of KCSIE should apply to anyone working in BDMAT who has behaved, or may have behaved, **in a way that indicates they may not be suitable to work with children.**

- 8.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in education settings to abuse pupils.
- 8.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 8.4 Allegations or concerns about staff employed at the school, supply staff, volunteers and visitors in school must be reported directly to the Head Teacher who will liaise with the Local Authority Designated Officer (LADO) Team who will decide on any action required.
- 8.5 If the concern relates to the Head Teacher, it must be reported immediately to the CEO of the Trust, who will liaise with the LADO and they will decide on any action required.
- 8.6 If the concern relates to a member of the BDMAT Central Team, it must be reported immediately to the Head of School Support who will liaise with the LADO and they will decide on any action required.
- 8.7 If the concern relates to the BDMAT Head of School Support it must be reported immediately to the CEO of the Trust, who will liaise with the LADO and they will decide on any action required.
- 8.8 If the safeguarding concern relates to the proprietor of the setting i.e. a board director or member, then the concern must be made directly to the Children's Trust LADO or another authority LADO outside of Birmingham who will decide on any action required.
- 8.9 All concerns even those that do not meet the LADO threshold (low level concerns) must be recorded and retained as set out in KCSIE 2021.
- 9.0 Links to additional information about safeguarding issues and forms of abuse**
- 9.1 Staff who work directly with children/young people, and their leadership team should read and refer to this information

9.2 Guidance on children in specific circumstances found in Annex A of KCSIE- 2021, and additional resources as listed below:

Issue	Guidance	Source
Abuse	<p>http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</p> <p>http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</p> <p>http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</p> <p><u>Children who abuse others West Midlands Safeguarding Children Group</u></p>	West Midlands Safeguarding Children Procedures
Bullying	<p>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</p>	West Midlands Safeguarding Children Procedures
Children and the Courts	<p>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</p> <p>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</p>	MoJ advice
Missing from Education, Home or Care	<p>http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</p> <p>http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</p>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<p>https://www.nicco.org.uk/</p>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</p> <p>http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances</p>	Birmingham Police and Schools Panels

Issue	Guidance	Source
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	<p>http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation</p> <p><u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u></p> <p>https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018</p>	<p>West Midlands Safeguarding Children Procedures</p> <p>WMP, BCSP, BCT</p>
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour	West Midlands Safeguarding Children Procedures
Online	<p>http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf</p> <p><u>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</u></p> <p><u>Teaching online safety in school</u></p>	<p>BCC Education Safeguarding</p> <p>Birmingham Police and Schools Panels</p> <p>DfE</p>
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private-fostering-in-birmingham-information-for-professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	<p>http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</p> <p>https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance</p>	<p>West Midlands Safeguarding Children Procedures</p> <p>BCC Education Safeguarding</p>

Issue	Guidance	Source
	<p><u>https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children</u></p> <p><u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</u></p> <p><u>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</u></p> <p><u>https://www.gov.uk/government/policies/violence-against-women-and-girls</u></p> <p><u>Honour-based violence West Midlands Safeguarding Children Group</u></p>	<p>Birmingham Police and Schools Panels</p>

APPENDICES

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor 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; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

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

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

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by 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 open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group; •
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. EXPLOITATION

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children’s Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child'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/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or • Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home;
- Violence between adults in the household; or
- Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX 2

DEALING WITH A DISCLOSURE OF ABUSE

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

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

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

Immediately afterwards

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust or other local safeguarding board for

schools outside of Birmingham without delay, by the 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/young person who has been abused can be traumatic for the adults involved. Support for you will be available from the Head of School Support or a member of the Executive Board.

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, DIRECTOR, MEMBER, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of school staff, supply staff, visitor or volunteer the Head Teacher must be informed immediately.
3. The Head Teacher must carry out an urgent initial consideration in line with the school's own Managing Allegations Against Staff Policy in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.
4. The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher will notify the

Children’s Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669 for Birmingham Schools) or the local LADO for schools outside of Birmingham. The LADO Team will liaise with the Chair of Governors/CEO and advise about action to be taken and may initiate internal referrals within Birmingham Children’s Trust to address the needs of children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise founded child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school’s own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.
5. If the allegation is about a member of the central team the Head of School Support must be informed immediately. Then the Head of School Support takes on the role of liaising with the LADO Team in determining the appropriate way forward and will complete actions in points 3 and 4 above.
 6. Where an allegation has been made against the Head Teacher or governor, then the CEO of the Trust takes on the role of liaising with the LADO Team in determining the appropriate way forward and will complete actions in points 3 and 4 above.
 7. Where the allegation is against a member or director of the trust board, the referral should be made to the LADO team directly.

¹ In other authorities the LADO service is referred to as the Position of Trust Team (POT)