



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

# **Child Protection & Safeguarding Policy for Central Team staff**

**Issued: October 2020  
Reviewed: October 2021  
Reviewed October 2022  
Next review due: Autumn 2023**



## 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 Recruitment and Selection policy](#)
- [KCSIE 2022](#)
- [BDMAT Staff Induction Policy](#)
  
- **West Midlands Safeguarding Children Procedures**
  
- **Resolution of Professional Disagreements about Safeguarding Children**  
[https://westmidlands.procedures.org.uk/assets/clients/6/Birmingham%20downloads/Resolution\\_and\\_Escalation\\_Protocol\\_FINAL%201.pdf](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](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.

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Name of staff.....

**I have read the Safeguarding & Child Protection Policy 2022 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 completi*

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## **PART ONE: CHILD PROTECTION & SAFEGUARDING POLICY**

**1.0 Introduction** – *We use the BCC Model Policy for our central 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 mental and physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Children 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 school
- 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 schools 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)**
- **Keeping Children Safe in Education**
- **West Midlands Safeguarding Children Procedures**
- **The Education Act 2002 S175**
- **Mental Health & Behaviour in Schools**
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
- **Birmingham Safeguarding Children Partnership threshold guidance Delivering effective support**
- **Multi-agency Statutory Guidance on Female Genital Mutilation**
- **Protecting children from radicalisation: the prevent duty 2021**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **Voyeurism Offences Act 2019**
- **DfE statutory guidance on Children Missing Education**

- [Human Rights Act 1998](#)
- [Government publication equality act 2010 advice for schools](#)
- [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)
- [Public sector equality duty guidance schools](#)
- [Teaching Standards](#)

## 2.0 Overall Aims

2.1 This policy will contribute to the protection and safeguarding of our pupils/students 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/students.
- Contributing to the establishment of a safe, resilient, and robust ethos in the school, built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging pupils/students and parents to participate.
- Alerting staff to the signs and indicators that all may not be well.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their pupils/students 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/students, 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/students and design plans to address those needs
- Working in partnership with pupils/students, parents/carers and other agencies.

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

- Implementing Child Protection Policies and procedures.

### **3.0 Guiding principles**

3.1 These are the 8 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right time):

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

4.1 Key staff in the central team must be aware of the guidance issued by Birmingham Safeguarding Children Partnership in [Right Help Right Time](#), and procedures for [Early Help](#).

- 4.2 Key staff in the central team 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 Expectations**

### 5.1 All central staff will:

- Be familiar with this Child Protection & Safeguarding Policy and 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 undergo a section 128 check which checks the names of individuals who are barred from taking part in the management of any



independent or maintained school. This list is kept by the NCTL and is accessed via the DfE Sign-in.

- 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 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-2022"
- 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 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 board nominated director will liaise with the Head of School Support to produce a safeguarding report for every full board meeting 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 Staff.

## 7.1 Safer Recruitment and Selection

7.1.2 The Trust pays full regard to 'Keeping Children Safe in Education Sept 2022'. 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 childcare check where required. Evidence of these checks must be recorded on the Single Central Record. Online checks will also be carried out for all shortlisted candidates in line with Keeping Children Safe in Education 2022. This is not a social media check.

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
- Parts 1 and 5 of KCSIE 2022 and Annexe B if working directly with children or in a leadership role
- Part 1 of KCSIE 2022 or Annex A (a condensed version of part 1) if staff do not work directly with children

- The staff Code of 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
- Procedures on how to report a safeguarding concern to the DSL

7.2.2 Access to policies and the KSCIE-2022 document should be provided to staff at induction.

## **8 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, visiting professional, governor, contractor 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)
- .

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. In our MAT we also recognise that concerns may be apparent before an allegation is made.

8.2.1 Inappropriate behaviour by staff/other adults in school 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, humiliation, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

•**Sexual**

For example, sexualised behaviour towards students, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.

•**Neglect**

For example, failing to act to protect children, 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.

8.3 The BDMAT [staff-code-of-conduct](#) provides a clear procedure for sharing confidentially such concerns.

8.3 All staff working within our organisation must inform the Headteacher **immediately if**

a) a young person makes an allegation about a member of staff, governor, trustee, visitor or volunteer

or

b) there are any potential safeguarding concerns about an individual's behaviour towards young people

8.3.1 The Headteacher must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation themselves or interview students. However, they should ensure that all investigations including for supply staff are completed appropriately.

8.3.2 The Headteacher 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/other adult, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify Birmingham Children's Trust Designated Officer (LADO) Team<sup>1</sup> (Tel: 0121 675 1669). The LADO Team will liaise with the Trust and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of young people likely to have been affected.
- If the Headteacher is unsure if the actions of the member of staff/other adult, and the consequences of the actions, raise credible child protection concerns,

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

they should contact the LADO Team for advice to be sure that the harm threshold has not been met

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student. These should be addressed through the school's own internal procedures and the Head of School Support and Director of People and Communications should be notified. See BDMAT Staff Code of Conduct.
- 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 young person's safeguarding file. The allegation should be removed from personnel records.
- All concerns, including low level concerns should be recorded and retained in a secure folder. These records should be checked periodically for any patterns of concerns or escalation in behaviours

- 8.4 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.
- 8.5 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.
- 8.6 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.
- 8.7 If the concern relates to the CEO then the concern must be made directly to the Chair of the BDMAT Trust Board who will liaise with the Designated Officer in Birmingham Children's Trust (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 The BDMAT Head of School Support should be informed of all communications with the LADO on the same day that advice is sought or a referral is made.

## 9.0 Reporting serious safeguarding incidents to the Diocese

The charity commission (to which the Birmingham Diocese is registered) requires Church schools to report to the Diocese ‘serious safeguarding incidents’ that come to the school’s awareness. Serious incidents are defined as those incidents that - should they involve staff - may make headline news or lead to a prosecution and those safeguarding incidents which involve children where there may have been fault by the school (ie where neglect may have resulted in death and the school failed to follow up on signs). Currently the Diocesan Director of Education is the Chair of the BDMAT Board and all “serious safeguarding incidents” are reported to them by the CEO and/or Head of School Support as part of BDMAT safeguarding procedures so the Diocese are automatically made aware. Should the Diocesan Director of Education cease to be the Chair of the BDMAT Board the CEO and/or Head of School will report all “serious safeguarding incidents” directly to the safeguarding lead at the Diocese as well as the Chair of the BDMAT board.

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

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

10.2 Guidance on children in specific circumstances found in Annex B of [KCSiE 2022](#) and additional resources as listed below:

Issue	Guidance	Source
Abuse	<p><b><u>Safeguarding guidance - abuse linked to faith or belief</u></b></p> <p><b><u>Safeguarding Guidance Domestic Violence and Abuse</u></b></p> <p><b><u>Safeguarding guidance - neglect</u></b></p> <p><b><u>Children who abuse others   West Midlands Safeguarding Children Link 74Group</u></b></p>	West Midlands Safeguarding Children Procedures
Child on child abuse	<b><u><a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a></u></b>	West Midlands Safeguarding Children Procedures
Children and the Courts	<p><b><u>Young witness booklet age 5-11</u></b></p> <p><b><u>Young witness booklet age 12-17</u></b></p>	Ministry of Justice (MoJ) advice

Missing from Education, Home or Care	<p><b><u>Children missing from care home and education</u></b></p> <p><b><u>Regional safeguarding guidance children missing education</u></b></p> <p><b><u>Working together to improve school attendance (publishing.service.gov.uk)</u></b></p>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<p><b><u>Family members in prison</u></b></p>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<p><b><u>PSYCHOACTIVE SUBSTANCES   policeandschools.org.uk</u></b></p> <p><b><u>ALCOHOL   policeandschools.org.uk</u></b></p> <p><b><u>West Midlands Procedures Children with Substance Misusing Parents</u></b></p>	Birmingham Police and Schools Panels
Domestic Abuse	<p><b><u>West Midlands Procedures Domestic Violence and Abuse</u></b></p>	West Midlands Safeguarding Children Procedures
Child Exploitation	<p><b><u>West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</u></b></p> <p><b><u>Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</u></b></p> <p><b><u>Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance 2018</u></b></p>	West Midlands Safeguarding Children Procedures  WMP, BCSP, BCT
Homelessness	<p><b><u>Government Homelessness publication</u></b></p>	HCLG
Health & Wellbeing	<p><b><u>Self-harm and suicide procedures</u></b></p>	West Midlands Safeguarding Children Procedures
Online	<p><b><u>Searching, screening and confiscation (policeandschools.org.uk)</u></b></p> <p><b><u>Online safety: Children exposed to abuse through digital media   West Midlands Safeguarding Children Group</u></b></p>	Birmingham Police and Schools Panels

	<b><u>Teaching online safety in school</u></b>	West Midlands Safeguarding Children Procedures  DfE
Private Fostering	<b><u>Information about private fostering and how to report</u></b>	BCC
Radicalisation	<b><u>Safeguarding children and young people against radicalisation and violence</u></b>	West Midlands Safeguarding Children Procedures
Violence	<b><u>Safeguarding guidance on sexually active children and young people</u></b>  <b><u>HSB School guidance</u></b>  <b><u>Children who pose a risk to children</u></b>  <b><u>SECONDARY MENU   <a href="http://policeandschools.org.uk">policeandschools.org.uk</a></u></b>  <b><u>Children affected by gang activity and youth violence</u></b>  <b><u>Violence against women and girls</u></b>  <b><u>Honour-based violence   West Midlands Safeguarding Children Group</u></b>	West Midlands Safeguarding Children Procedures  BCC Education Safeguarding  Birmingham Police and Schools Panels



# 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 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 themselves 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 -them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them 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 them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their 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 they have a right to be safe and protected.
- Do not tell the child that what they 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 they have 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 and record on the body map on CPoms

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.