



LORDSWOOD GIRLS' SCHOOL & SIXTH FORM CENTRE
SAFEGUARDING & CHILD PROTECTION POLICY

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PART ONE: SAFEGUARDING POLICY

1. INTRODUCTION

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
- Taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

1.2 Lordswood Girls' School & Sixth Form Centre is committed to safeguarding and promoting the welfare of all its students. The School believes that:-

- All young people have the right to be protected from harm, abuse and neglect
- All young people have the right to experience their optimum mental and physical health
- Every child has the right to an education and young people need to be safe and to feel safe in school
- Young people need support that matches their individual needs, including those who may have experienced abuse
- All young people have the right to express their views, feelings and wishes and voice their own values and beliefs
- All young people should be encouraged to respect each other's values and support each other
- All young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. The 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
- The school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours

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

1.3 The school will fulfil its 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)
- **Birmingham Safeguarding Children Partnership threshold guidance 'Right**

Help Right Time'

<https://www.lscpbirmingham.org.uk/delivering-effective-support>

- **West Midlands Safeguarding Children Procedures -**
<https://westmidlands.procedures.org.uk/>
- **The Education Act 2002 s175**
- **Mental Health and Behaviour in Schools: Departmental Advice** (DfE 2014)
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
<https://www.gov.uk/government/publications/sharing-nudes-and-se mi-nudes-advice-for-education-settings-working-with-children-and-yo ung-people>
- **General Data Protection Legislation (2018)**
https://ec.europa.eu/commission/priorities/justice-and-fundamental-ri ghts/data- protection/2018-reform-eu-data-protection-rules_en
- **Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)**
https://www.birmingham.gov.uk/downloads/file/11545/birmingham_crimin al_exploita tion_and_gang_affiliation_practice_guidance_2018
- **Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government**
<https://www.gov.uk/government/publications/multi-agency-statutor y-guidance-on-female-genital-mutilation>
- **Protection Children from Radicalisation: The Prevent Duty 2015**
<https://www.gov.uk/government/publications/protecting-children-from-radicalisati on-the-prevent-duty>
- **Relationships education, relationships and sex education (RSE) and health education**
<https://www.gov.uk/government/publications/relationships-education-relationship s-and-sex-education-rse-and-health-education>
- **Voyeurism offences Act 2019**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach ment_data/file/790549/circular-voyeurism-offences-act-2019.pdf
- **DfE statutory guidance on Children Missing Education**
<https://www.gov.uk/government/publications/children-missing-education>

1.4 At Lordswood Girls' School & Sixth Form the following people will take the lead in these areas:-

- Data Protection Officer: Deborah Dodd
- Rights Respecting link: Karen Hartland
- Mental Health lead: Jo Millward
- Safeguarding Governor: Gillian Miller

2. OVERALL AIMS

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

- Adopting a whole school 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 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 students and parents to participate
- Alerting staff to the signs and indicators that all might not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities that students face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for students, including in the home

2.2 To this end, the school will:

- Identify and protect all students especially those identified as vulnerable students
- Identify individual needs as early as possible; gain the voice and lived experience of vulnerable students and design plans to address those needs
- Design plans to address those needs
- Work in partnership with students, parents/carers and other agencies

2.3 This policy extends to any establishment the school commissions to deliver education to students on its behalf including alternative provision settings:-

- The Trust and Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of the school. Confirmation will be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3. 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):-

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

3.2 The school will ensure that all staff are aware of the guidance issued by Birmingham Safeguarding Children Partnership in Right Help Right Time <https://www.lscpbirmingham.org.uk/delivering-effective-support>, and procedures for Early Help <https://www.lscpbirmingham.org.uk/early-help>.

3.3 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 young person's preferred communication style.

- 3.4 Where early help is appropriate, the designated safeguarding lead/deputy will liaise with other agencies and complete an inter-agency assessment as appropriate. If required, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- 3.5 Early help cases will be kept under constant review, and if the child's situation does not improve/ is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.

4. EXPECTATIONS

- 4.1 All staff and visitors will:
- Be familiar with this Safeguarding & Child Protection Policy
 - Understand their role in relation to safeguarding
 - Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
 - Record concerns and give the record to the Designated Safeguarding Lead (DSL), Lisa Colvin-Grieve, or a deputy DSL (Amanda Uffindall, Lynne Finucane, Jo Millward, Karen Leadbetter)
 - Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - staff must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.
 - Be involved, where appropriate, in the implementation of Individual school-focused interventions, Early Help Assessments and Our Family plans, Child in Need plans and inter-agency Child Protection plans
- 4.2 The school will ensure that:-
- All staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body
 - Key staff will undertake more specialist safeguarding training
 - In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff
 - All trustees and governors will be subjected to an enhanced DBS check and should also be checked against the Teaching Regulation Agency 'Barred List' (section 128 check)
 - The school will follow safer recruitment processes and checks for all staff

5. THE DESIGNATED SAFEGUARDING LEAD

- 5.1 The DSLs will be a member of the senior and extended leadership team.
- 5.2 Whilst the activities of the DSL can be delegated to appropriately trained deputies, ultimate lead responsibility for safeguarding and child protection remains with the senior DSL. This responsibility should not be delegated.
- 5.3 The senior DSL is Lisa Colvin-Grieve and deputy DSLs are:-
- Kerry Cooney

- Clayre Yorke
- Lynne Finucane
- Loveena Verma
- Karen Leadbetter
- Amanda Uffindall

- 5.4 Any steps taken to support a young person who has a safeguarding vulnerability must be reported to the lead DSL.
- 5.5 Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when. DSLs will help promote educational outcomes by working closely with teachers on welfare, safeguarding and child protection concerns.
- 5.6 The Trust will ensure that the senior DSL role is explicit in the role-holder's job description and appropriate time is made available to the senior DSL and other DSLs to allow them to undertake their duties.
- 5.7 The DSL and deputies must undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- 5.7.1 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.
- 5.8 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 5.8.1 In exceptional circumstances when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.
- 5.9 Safeguarding and Child Protection information will be dealt with in a confidential manner.
- 5.10 The Senior DSL will ensure that it is clear as to who has parental responsibility for children on roll and report all identified private fostering arrangements to the Local Authority.
- 5.11 Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance
- 5.12 If a student moves from the school, child protection records will be forwarded on

to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. This will allow the new setting to continue supporting victims of abuses and have that support in place for when the young person arrives.

- 5.13 If a student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 5.14 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings regarding their child protection information being passed on in order that the FE establishment can provide appropriate support.
- 5.15 The school uses 'My Concern' to store records electronically and paper files are not held.
- 5.16 The school will not disclose to a parent any information held on a young person if this would put the child at risk of significant harm.**
- 5.17 All in-year applications and transfers will also be reported to the Local Authority.

6. **CONTEXTUAL SAFEGUARDING**

Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

- DSLs will consider contextual safeguarding at the start of any safeguarding process both in relation to the school safeguarding system and the wider system of which the child is part.

This will be evidenced in:

- Informal and formal assessments of need/ risk for the child;
- Case discussions in DSL supervision sessions.

7. **MENTAL HEALTH**

KCSiE requires all staff to 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.

Mental health support:

Additional information has been added to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour.

Department for Education (DfE) (2017) Preventing bullying.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Accessed 14/07/2021].

Department for Education (DfE) (2018) Mental health and behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
[Accessed 14/07/2021].

- 7.1 All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- 7.2 All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern
- 7.3 The school will support and promote mental health and wellbeing of young people through:
 - Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
 - Identification: recognising emerging issues as early and accurately as possible;
 - Early support: helping pupils to access evidence based early support and interventions; and
 - Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment
- 7.4 Jo Millward has been designated as the senior mental health lead for the school.

8. THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

- 8.1 The governing body is required to appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.
- 8.2 Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- 8.3 Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan will describe how the Trust will support the care leaver to participate in education or training.

8.4 Lisa Colvin-Grieve is the designated teacher for Looked After and Previously Looked After Children

8.5 The designated teacher will:-

- work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.

Promoting the educational outcomes of children with a social worker:

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.
- Work with the virtual school head to promote the educational achievement of previously looked after children.

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

9. THE GOVERNING BODY

9.1 The Trust and Governing Body 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.

9.2 All trustees and governors must have read part 2 of KCSiE-21.

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the Governing Body)
- The Headteacher and all other staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary and a training record maintained
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities
- The school will remedy any deficiencies or weaknesses brought to its attention without delay
- The Trust has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures

9.3 The nominated Governor will liaise with the Headteacher and the senior DSL over

all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

- 9.4 The nominated governor for safeguarding and child protection is Gillian Miller
- 9.4.1 The nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every two years.
- 9.5 The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.
- 9.6 The Chair of the Trust is nominated to be responsible for liaising with the Children’s Trust in the event of allegations of abuse being made against the Headteacher.
- 9.7 The nominated governor will liaise with the Headteacher and the senior DSL to produce a report at least annually for governors and ensure the annual section 175 safeguarding self- assessment is completed and submitted on time.

10 SAFER RECRUITMENT AND SELECTION

The school will follow *Part 3 of Keeping Children Safe in Education* pay full regard to safer recruitment practice including:

- verifying candidates’ identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- checking UK Right to Work
- ensuring clear enhanced DBS check
- carrying out any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

Evidence of these checks must be recorded on the Single Central Record.

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

All members of the Senior Leadership team, the Head’s PA, Human Resources staff and some of the governors have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel. A member of the Governing Body should always have received Safer Recruitment Training.

10.1 Induction

All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction. This should include:-

- The Safeguarding & Child Protection policy
- The Behaviour policy
- The Staff Code of Conduct

- The safeguarding response to children who go missing from education
- The role of the senior DSL (including the identity of the senior DSL and deputy DSLs)

Copies of these policies and a copy of Part one of the KCSIE document is provided to staff at induction.

10.2 Staff Support

- The school recognises the importance of practice oversight and multiple perspectives in safeguarding and child protection work and will support staff by providing opportunities for reflective practice including the opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.
- Safeguarding supervision will be offered to all DSLs. Supervision may need to be offered to other members of staff as deemed appropriate by the school.
- DSLs will be supported to access training as appropriate, including training in behaviour and mental health.
- All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.

11. THE USE OF REASONABLE FORCE

- 11.1 There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard young people.
- 11.2 The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people.
- 11.3 This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.
- 11.4 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.
- 11.5 Departmental advice for schools is available here:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 11.6 By planning positive and proactive behaviour support the school will reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 11.7 The school will write individual behaviour plans for its more vulnerable young people, and agree them with parents and carers.
- 11.8 The school will not have a 'no contact' policy as this could leave staff

unable to fully support and protect students.

- 11.9 When using reasonable force in response to risks presented by incidents involving young people including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

12. THE SCHOOL'S ROLE IN THE PREVENTION OF ABUSE

- 12.1 This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
- 12.2 Safeguarding issues, including online safety, peer on peer abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.
- 12.3 All staff will be made aware of the school's unauthorised absence and children missing from education procedures.
- 12.4 The school will provide opportunities for students to develop the skills, concepts, attitudes and knowledge that promote their safety and well-being.
- 12.5 All school policies which address issues of power and potential harm (for example Anti-bullying, Discrimination, Equal Opportunities) will be inter-linked to ensure a whole school approach.
- 12.6 It is important that staff also recognise the particular vulnerability of young people who have a social worker.

13. WHAT WE WILL DO WHEN WE ARE CONCERNED- EARLY HELP RESPONSE

- 13.1 Where unmet needs have been identified for a young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the senior DSL will oversee the delivery of an appropriate Early Help response.
- 13.2 The young person's voice must remain paramount within a solution focused practice framework.
- 13.3 The primary assessment document is the Early Help Assessment (EHA).
- 13.4 All staff will notice and listen to young people, sharing their concerns with the DSL in writing.
- 13.5 Safeguarding leads will assess, plan, produce and review plans.
- 13.6 Senior leaders will analyse safeguarding data and practice to inform strategic

planning and staff CPD.

- 13.7 If 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.
- 13.8 The DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.
- 13.9 The senior DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school-focused support.
- 13.10 Although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.

14. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

- 14.1 From 1st July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (Section 26, Counter Terrorism and Security Act 2015).
- 14.2 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.
- 14.3 Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.
- 14.4 Lordswood Girls' School & Sixth Form Centre values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning society's values.
- 14.5 Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.
- 14.6 Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk Reduction

- 14.7 The governors, Headteacher and the senior DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

To this end, open source due diligence checks will be undertaken on all external speakers invited to the School. An example of this can be found at:-

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

- 14.8 Exploitation and radicalisation must be viewed as a safeguarding concern and protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements) is part of the school's safeguarding duties.
- 14.9 The school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Lordswood Girls' School & Sixth Form Centre is Lisa Colvin-Grieve. The responsibilities of the SPOC are described in Appendix 5.
- 14.10 All staff will be alert to changes in a student's behaviour or attitude which could indicate that they are in need of help or protection.
- 14.11 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.
- 14.12 Lordswood Girls' School & Sixth Form Centre will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is done by the use of Impero, specialist online monitoring software.
- 14.13 The school will make referrals to Channel if there is a concern that an individual might be vulnerable to radicalisation.

Channel

- 14.14 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in

the Advice for Schools on **The Prevent Duty**.

15. STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, TRAFFICKING, OR SO-CALLED 'HONOUR- BASED' ABUSE (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)

- 15.1 With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the Police.
- 15.2 Failure to report such cases will result in disciplinary sanctions.
- 15.3 The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.
- 15.4 The school will aim to keep staff up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around:-
- Forced marriage
 - FGM
 - Honour based abuse
 - Trafficking
 - Criminal exploitation and gang affiliation
- 15.5 Staff will be supported to recognise warning signs and symptoms in relation to each specific issue and include such issues in an age appropriate way in their lesson plans. The Designated Safeguarding Lead(s) know where to seek and get advice as necessary and the school will bring in experts and use specialist material to support the work it does.
- 15.6 Staff will be supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

16. CHILDREN MISSING EDUCATION

- 16.1 A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.
- 16.2 The school will hold two or more emergency contact numbers for each student. The school's Attendance Officer will liaise closely with the DSL.
- 16.3 The school will adapt its attendance monitoring on an individual basis to ensure

the safety of each young person at our school.

- 16.4 Work around attendance and children missing from education will be coordinated with safeguarding interventions.
- 16.5 The school must notify the local authority of any student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries
- 16.6 The school must also notify the local authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments.
- 16.7 The school will demonstrate that reasonable enquiries have been undertaken to ascertain the whereabouts of children that would be considered 'missing'.
- 16.8 The school will work closely with the CME Team, School Admissions Service, the Elective Home Education Team and Birmingham Children's Trust.

17. PEER-ON-PEER ABUSE

- 17.1 Lordswood Girls' School and Sixth Form has a zero-tolerance approach to abuse.
- 17.2 It is important that staff can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.
- 17.3 The school's values, ethos and behaviour policy provide the platform for staff and students to clearly recognise that abuse is abuse and should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer on peer abuse, i.e. that it is more likely that girls will be victims and boys perpetrators.
- 17.4 Staff should recognise the impact of sexual violence and the fact that young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence, the reference is to sexual offences under the Sexual Offences Act 2003 as described below.
- 17.5 **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- 17.6 **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- 17.7 **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.
- 17.8 All staff will receive training on peer on peer abuse and a whole school approach will be adopted to tackling sexism.
- 17.9 The school recognises that even if there are no reports of peer on peer abuse in school it may be happening. As such all staff and **young people** will be supported to:
- be alert to peer on peer abuse (including sexual harassment);
 - understand how the school views and responds to peer on peer abuse
 - stay safe and be confident that reports of such abuse will be taken seriously.
- 17.10 The school will not tolerate instances of peer on peer abuse and will not pass it off as “banter”, or “part of growing up”.
- 17.11 Staff need to recognise that “child on child abuse” can occur between and across different age ranges.
- 17.12 The school will follow both national and local guidance and policies to support any young people subject to peer on peer abuse.
- 17.13 The school will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- 17.14 The school will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority.
https://www.birmingham.gov.uk/download/downloads/id/9504/children_who_pose_a_risk_to_children.doc
- 17.15 The Senior DSL will follow the local good practice guide “Responding to Sexual Behaviour in Children and Young People” to enable provision of effective support to any *<child/young person> affected by this type of abuse
- 17.16 In assessing and responding to harmful sexualised behaviour the school will follow the local Good Practice Guidance: Responding to Sexual Behaviour in Children and Young People-A Whole School Approach- 2021

18. **CRIMINAL EXPLOITATION & GANG AFFILIATION**

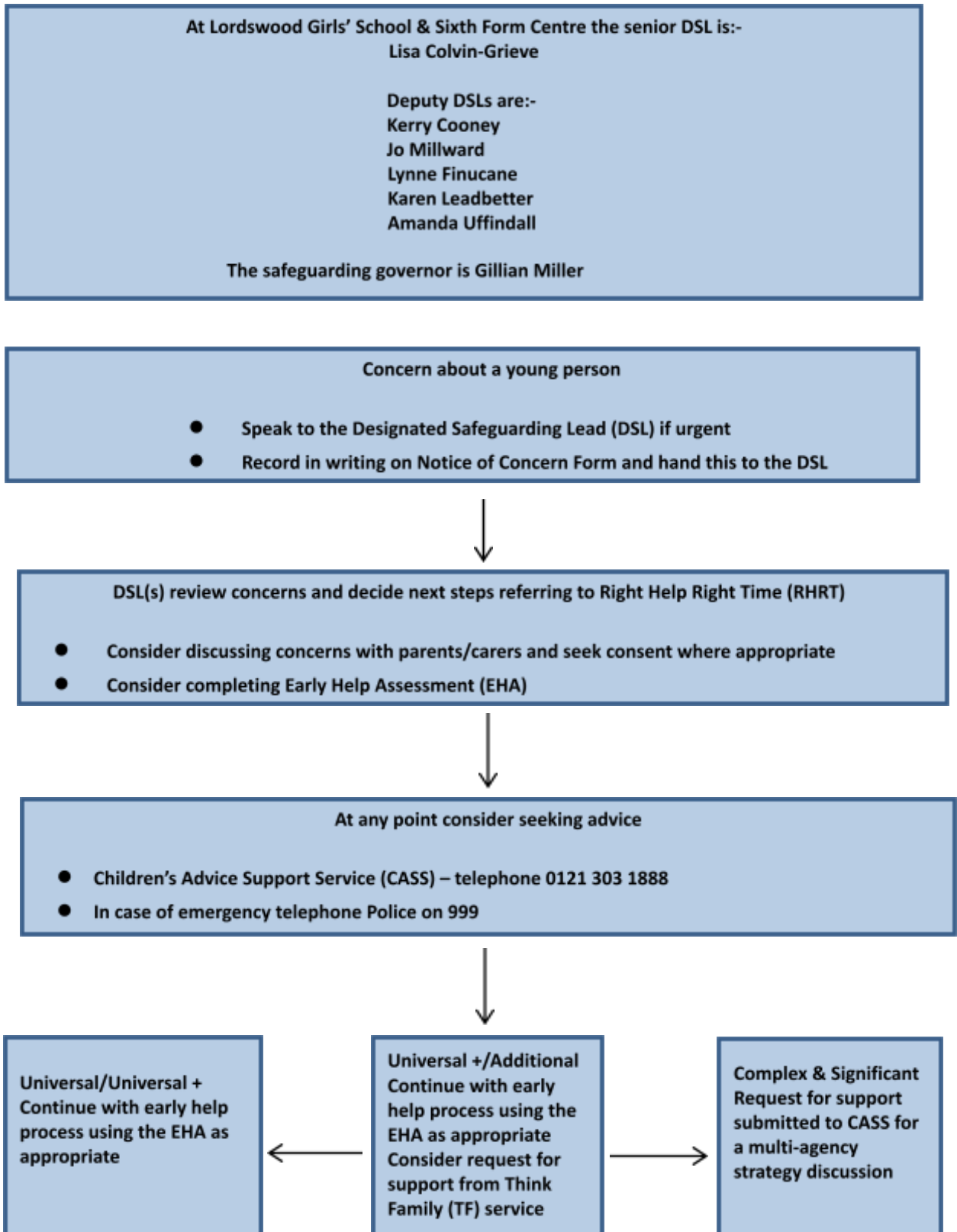
Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a young person into sexual or criminal activity.

- 18.1 Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

- 18.2 It is important that young people who are criminally exploited are seen as victims and not treated as criminals and are treated through safeguarding and child protection procedure.
- 18.3 Work to address criminal exploitation is covered by relevant legislation including:-
- Crime & Disorder Act 1998
 - Children Act 2004
 - Serious Crime Act 2015
 - Modern Slavery Act 2015
 - Criminal Finances Act 2017
 - Children & Social Work Act 2017
- 18.4 The school will notice and listen to young people showing signs of being drawn in to anti-social or criminal behaviour and use the risk assessment screening tool to support referrals to CASS for any children about whom there is a concern.
- 18.5 The school will be aware of and work with the Police and local organisations to disrupt as much as possible any criminal exploitation activity within the school.

PART 2: THE KEY PROCEDURES

Responding to concerns about a young person



19. INVOLVING PARENTS/CARERS

- 19.1 In general, the school will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies or schools, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency or school **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 19.2 Parents/carers will be informed about the school's Safeguarding and Child Protection Policy through the website and prospectus.

20. MULTI-AGENCY WORK

- 20.1 The school works in partnership with other agencies in line with Right Help Right Time to promote the best interests of students and keep them as a top priority in all decisions and actions that affect them. The school will, where necessary, liaise with these agencies and make requests for support from Birmingham Children's Trust. These requests will be made by the Designated Safeguarding Lead to the Children's Advice Support Service (CASS) – 0121 303 1888 (0121 569 3100 Sandwell). Where the child already has a safeguarding Social or Family Support worker, concerns around escalation of risks must be reported immediately to the Social/Family Support worker or, in their absence, to their Team Manager.
- 20.2 When invited, the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school held data and intelligence to the discussion so that the best interests of the child are met.
- 20.3 The school will co-operate with any child protection enquiries conducted by Birmingham Children's Trust; the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children In Need, Initial and Review Child Protection Conferences and Core group meetings
- 20.4 The school will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with the Birmingham Children's Trust at least 24 hours prior to the meeting.
- 20.5 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

21. THE SCHOOL'S ROLE IN SUPPORTING CHILDREN

- 21.1 The school will offer appropriate support to individual children who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation. The school's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.
- 21.2 An Our Family Plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.

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

21.4 The school will work in partnership with parents/carers and other agencies as appropriate.

22. **RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

See also Birmingham Safeguarding Children Partnership Procedures on Allegations against Staff and Volunteers.

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

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may not be suitable to work with young people
- Behaved towards a young person that indicated s/he may pose a risk of harm to young people
- The new provision as set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, **in a way that indicates they may not be suitable to work with children.**

22.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse students and that concerns may be apparent before an allegation is made.

22.3 All staff working within the school and sixth form must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

22.3.1 Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported direct to the Headteacher who will liaise with Birmingham Children's Trust Designated Officer (LADO Team) who will decide on any action required.

22.3.2 If the concern relates to the Headteacher, it must be reported immediately to the Chair of the Trust, who will liaise with the Local Authority Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.

22.3.3 If the safeguarding concern relates to a member of the Trust then the concern must be made directly to the Birmingham Children's Trust/Designated Officer (LADO) team who will decide on any action required.

23. **CHILDREN WITH ADDITIONAL NEEDS**

- 23.1 Lordswood Girls' School & Sixth Form recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc. When the school is considering excluding, either for a fixed term or permanently, a vulnerable student or one who is the subject of a Child Protection Plan or where there is an existing Child Protection file, it will conduct a holistic multi-agency risk assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

24. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

- 24.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority or Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.
- 24.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.
- 24.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:-
- Children who need alternative care because of parental illness
 - Children whose parents cannot care for them because their work or study involves long or anti-social hours
 - Children sent from abroad to stay with another family, usually to improve their educational opportunities
 - Unaccompanied asylum seeking and refugee children
 - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
 - Children staying with families while attending a school away from their home area
- 24.4 There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement. This is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

25. **LINKS TO ADDITIONAL INFORMATION ABOUT SAFEGUARDING ISSUES AND FORMS OF ABUSE**

25.1 Staff who work directly with children, and their leadership team should refer to this information

25.2 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as detailed below:-

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

Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018	West Midlands Safeguarding Children Procedures
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
On-line	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching20Screening20&20Confiscation20Jan202018.pdf 2.5 Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group Teaching online safety in school	BCC Education Safeguarding Birmingham Police and Schools panels DfE
Private fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let_us_know_if_you_re_looking_after_someone_else_s_child	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	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls Honour-based violence West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools panels West Midlands Safeguarding Children Procedures BCC Education Safeguarding
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Links to other Lordswood Girls' School & Sixth Form policies:-

- Anti-bullying policy <https://drive.google.com/file/d/17GU3mcuhQYmKw6cff4NC7neeSpWF3sEv/view>
- Safer recruitment policy <https://drive.google.com/file/d/1MZVahLzU08WzbSghNvKWYLqRABawjWfc/view>
- Allegations of abuse against staff <https://drive.google.com/file/d/1kPYhm5XnzMuO0sPL-0aayB5ly0o2FcNP/view>
- No platform for extremism <https://drive.google.com/file/d/1i-x2Xs7dNdC7etwhjpxTVNYlq6d9uAAN/view>
- Whistleblowing https://drive.google.com/file/d/1_bZo7KLycDMOrH-1wXCFKR_KQjqfLZ9g/view
- Staff Code of Conduct <https://drive.google.com/file/d/10izRYwhB6-VL65XNaOaxU7Z4pPr0ka9o/view>

26. QUALITY ASSURANCE

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

Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

1. How much did we do? (Numbers)
2. How well did we do it? (Whole school; File and themed audits, partner agency, pupil/parent feedback)
3. Are there opportunities to learn and improve? (Could Do Better Still;) reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)
4. Is anyone better off? (Impact)

The Quality Assurance Framework is aimed at:

- Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

The school will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to the Governing Body and governor with KRA responsibility.

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

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

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)
- Ensure access to appropriate medical care or treatment

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

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

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

2. **PHYSICAL ABUSE**

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

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

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

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

3. **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or 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 (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area.

4. **SEXUAL EXPLOITATION**

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

Children rarely self-report child sexual exploitation so it is important to be aware of potential indicators of risk, however child sexual exploitation can occur without any of these risk indicators being obviously present:-

- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

The definition of child sexual exploitation is as follows: 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.

Sexual exploitation can have links to other types of crime. These include:-

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:-

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

5. **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child 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 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's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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 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 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
- Overreaction 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
- Soiling, smearing faeces, enuresis

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

6. **RESPONSES FROM PARENTS/CARERS**

Research and experience indicates 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
- 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 might not be of concern on an ambulant child such as the shin, might be 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
- Inappropriate invasive procedures

8. SHARING NUDES AND SEMI-NUDES

The UK Council for Child Internet Safety introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting'. This is to ensure clarity about the issues this advice addresses.

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes students sharing imagery of themselves if they are under 18.

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police.

The police may, however, need to be involved in cases to ensure thorough investigation including collection of all evidence (for example, through multi-agency checks), and there are incidents, highlighted in this advice, which should always be referred to the police.

Even when the police are involved, however, a criminal justice response and formal sanction against a young person would only be considered proportionate in certain circumstances.

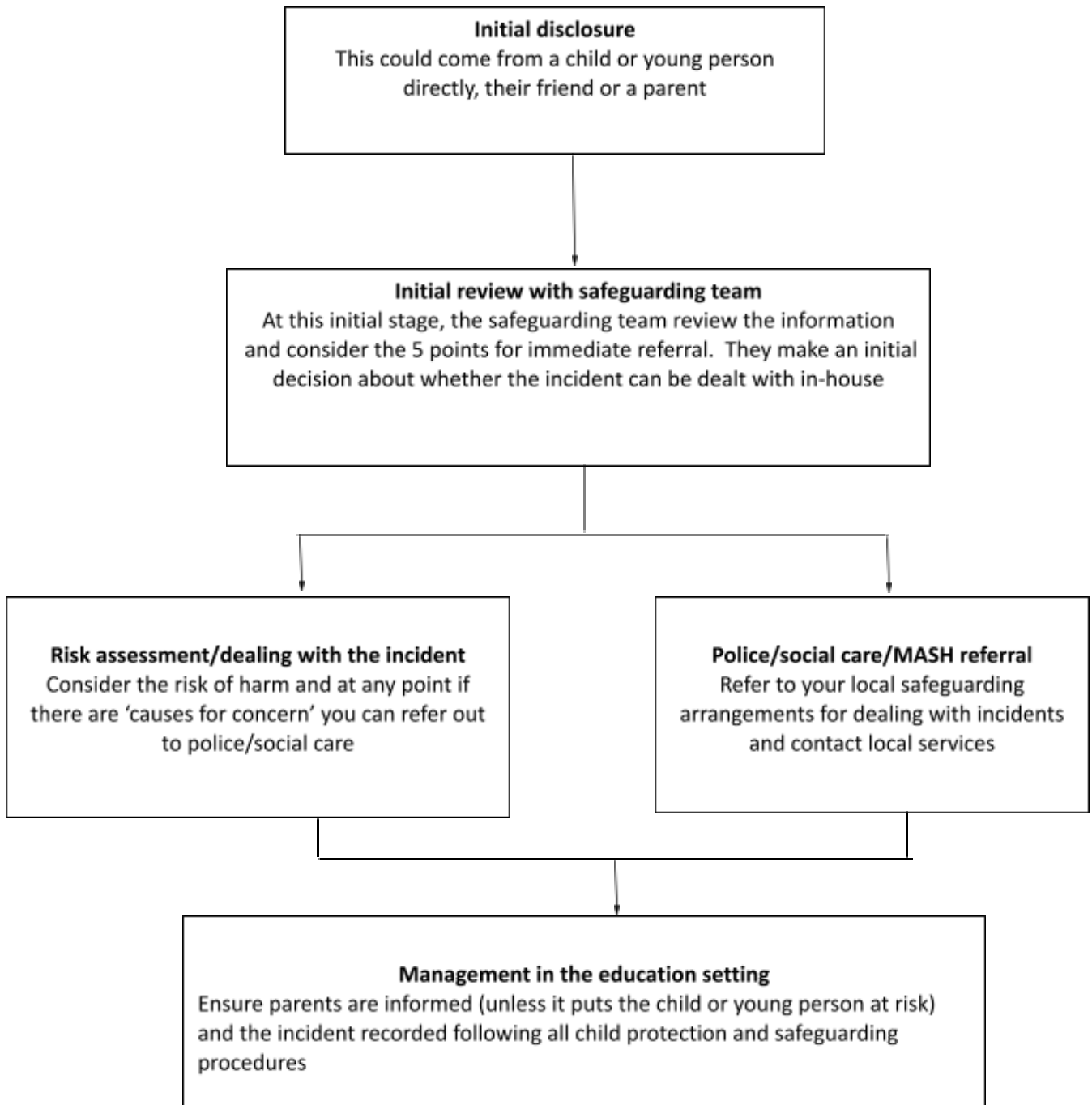
All incidents involving youth produced sexual imagery should be responded to in line with this safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

SHARING NUDES AND SEMI-NUDES

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible_.pdf



9. **INAPPROPRIATE LANGUAGE**

Lordswood Girls' School & Sixth Form Centre will not tolerate any form of abuse including use of offensive terms viz use of homophobic, racist, sexist, disability language or language that would incite violence.

All incidents will be thoroughly investigated and sanctions applied in line with the school anti-bullying policy and victims will be offered support. A meeting will take place with parents of perpetrators who will also receive support.

APPENDIX 2

DEALING WITH A DISCLOSURE OF ABUSE

When a student tells me about abuse s/he has suffered, what must 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

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

Immediately after a disclosure:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust/Social Care (Sandwell) without delay, by the Headteacher or the senior Designated Safeguarding Lead or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a young person who has been abused can be traumatic for the adults involved. Support for staff will be available from the senior Designated Safeguarding Lead or the Headteacher.

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, 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, texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation themselves or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.
3. The Headteacher must 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 Headteacher will notify the Children's Trust Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors 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 credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. **The allegation should be removed from personnel records.**

4. Where an allegation has been made against the Headteacher, then the Chair of the Trust takes on the role of liaising with the LADO Team in determining the appropriate way forward.
5. Where the allegation is against a trustee, the referral should be made to the LADO team directly.

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation is defined in KCSiE as:-
 - the process by which a person comes to support terrorism and forms of extreme ideologies associated with terrorist groups.
2. Extremism is defined by the Government in the Prevent Strategy as:-
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts
 - Foster hatred which might lead to inter-community violence in the UK
4. KCSiE 2021 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - Personal Crisis – the student may be experiencing family tensions, a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - Personal Circumstances – migration, local community tensions, and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations – the student may have perceptions of injustice, a feeling of failure, rejection of civic life

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

APPENDIX 5

PREVENTING VIOLENT EXTREMISM

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Lordswood Girls' School & Sixth Form is Lisa Colvin-Grieve, who is responsible for:

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

¹Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:-

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

APPENDIX 6

COVID-19 AND SAFEGUARDING

Schools must have regard to the statutory safeguarding guidance, **keeping children safe in education** and should refer to the now updated and update safeguarding procedures in line with DfE updates.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Online safety

Coronavirus (COVID-19): keeping children safe online - All schools should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's staff code of conduct should be followed. This policy should amongst other things include acceptable use of technologies, staff:student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

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

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

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

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.



SAFEGUARDING POLICY
Summary of Policy for Visitors and Volunteers

Lordswood Girls' School & Sixth Form Centre is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

The school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Lordswood Girls' School & Sixth Form Centre, in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure of any kind, you must contact the following staff member as quickly as possible:-

- **Senior Designated Safeguarding Lead Person (DSL): Lisa Colvin-Grieve**

If she is not available please contact one of the following deputy DSLs:-

- **Lynne Finucane: Assistant Headteacher - Learning and Achievement**
- **Jo Millward: Assistant Headteacher - Student Behaviour, Welfare & Development**
- **Amanda Uffindall: Achievement and Inclusion Co-ordinator (Years 7 -11)**
- **Karen Leadbetter : Director of Post-16 Studies**

Everyone working with our children, their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Lead Person (DSL) immediately
- If the DSL is not available the Headteacher/Deputy DSL should be contacted
- Disclosures of abuse or harm from children may be made at any time

If anything worries you or concerns you, report it straight away.

I have read the summary of the Safeguarding and Child Protection Policy and understand the procedures I must follow.

Signed..... Date.....

Print name.....



Declaration for all Lordswood Girls' School & Sixth Form staff

I have read the Safeguarding and Child Protection Policy and understand the procedures I must follow in the event of a safeguarding concern.

Signed:

Print Name:

Lordswood Girls' School & Sixth Form Centre

Date:

.....

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Please return this form, once completed, to Deborah Dodd, HR Director.



