

Fioretti Trust

 *Aspiration*  *Wisdom*  *Compassion* 

Child Protection & Safeguarding Policy

Approved by: Trust Board Date: Sept 2024

Last review: September 2023

Next review: Sept 2025

This policy supersedes all previous Child Protection & Safeguarding Policy Policies

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1. Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as –

- Making sure children grow up safe, happy and healthy.
- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best life chances.

The Fioretti Trust is committed to safeguarding and promoting the welfare of all children and young people both within our school environments and beyond. The Fioretti trust takes a child centred approach to safeguarding and always considers what is in the best interest of the child. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow these procedures. This policy applies to all staff, governors and volunteers working within the trust.

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Safeguarding starts at the front entrance, ensuring all those who come into contact with the pupils in the Fioretti Trust have been vetted and behave professionally. It moves through the curriculum and environment teaching the children protective behaviours, respect, and about risks from social media to keep them safe. Through it all, it identifies and protects children who have been harmed or are at risk of harm.

See section 18- Definitions and indicators of abuse & significant harm

The Fioretti Trust recognises its legal duty under S.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work throughout our trust:

- Children Act 1989;
- Children Act 2004;
- Education Act 2002;

- Childcare Act 2006 (as amended 2018)
- Working Together to Safeguard Children (DfE) Updated 24th february 2024
- Keeping Children Safe in Education 2024 (DfE)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (February 2022);
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Local interagency child protection and safeguarding procedures
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- What to do if you are worried that a child is being abused March 2015; (Appendix F)
- Information sharing advice for safeguarding practitioners (DfE – updated 2018)
- Children Missing Education (September 2016)
- Child Sexual Exploitation (February 2017);
- Voyeurism (Offences) Act 2019
- Teaching Online Safety in School (DfE) June 2019
- When to call the police – National Police Chiefs Council (NPCC)
- Sexual Violence and Sexual Harassment September 2021
- Domestic Abuse Act 2021
- PACE Code C 2019
- DfE Filtering and monitoring standards 2023
- DfE Cyber security standards for schools and colleges 2023
- Keeping children safe in out of school settings 2023
- DfE Behaviour in schools 2022

2. Aims

Each school within the Fioretti Trust is committed to a whole school approach to safeguarding, whereby safeguarding and child protection underpin all of our relevant policy and processes. Our aim is to promote the welfare of children and to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm. Overall, the policy provides information for all adults working with children to carry out their duty of care responsibly. As a trust we aim to work collaboratively to share best practice and support all pupils. Safeguarding and promoting the welfare of children is everyone's responsibility, no single practitioner can have a full picture of a child's needs, so everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The Fioretti Trust and its schools will provide information and training for all staff and other adults to carry out this duty of care responsibly.

3. Prevention

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe and support mental wellbeing.
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

- supporting pupils who have been abused in accordance with his/her child protection plan.
- establishing a safe environment in which children can learn and develop and have the confidence to speak out.
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, emergency evacuation, educational visits, sexual exploitation, children missing from education, and ensuring that the identity of the DSL and deputy DSL's are included within the school systems to support safeguarding and are explained to all staff as part of their induction.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.
- Provide children with a Child Friendly Safeguarding Policy to ensure they understand how to keep safe and who to go to if they don't feel safe.

Procedures

The Fioretti Trust will ensure that all staff follow the procedures set out by the individual schools or trust and take account of guidance issued by the Department for Education (DfE) to:

- Ensure each school has a designated safeguarding lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis, (at least annually) to keep up with current safeguarding developments and priorities.

For the details of the DSL and other trained staff in each school please see their individualised Appendix A

◇ **Recording of incidents**

Concerns are recorded using the online system CPOMS. **Where a concern constitutes a potential emergency, staff should seek out the Lead DSL or another DSL immediately** and not just record on CPOMS. If the lead DSL is unavailable, another DSL will be the next point of contact. **If in doubt, ask.** All concerns should be logged as soon as possible, accurately and factually. Concerns should not contain opinion or speculation. All concerns will be stored via the CPOMS online system and where possible electronic transfers will be facilitated when pupils move schools. If there are records which require transfer and cannot be sent electronically then a hard copy of the pupil's chronology will be printed and physically sent to the new school in a secure manner: either via recorded/special delivery or a face-to-face handover.

Within our trust, we have made the decision that, all concerns, no matter how small, should be logged on CPOMS as the DSL and other trained staff are most likely to have a complete

safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. All concerns logged will provide a picture of what is happening in a child's life and ensure that nothing is missed or overlooked.

When recording concerns/incidents all staff should ensure it includes.

- A clear comprehensive summary of the concern
- Details of how the concern was followed up and resolved or whom it was reported to (they will then add to the report with how it was followed up and resolved).
- A note of any action taken, decisions reached and outcome.
- Names and not initials to avoid any confusion.

All decisions to refer or not to refer, at this point, should be made clear and all reasons behind that decision included.

When DSL's are calling CASS on 0121 303 1888 or EHT (Early Help Team) or the police the attached form (Appendix D) will be used and attached as a file on CPOMs. This will ensure the correct information is obtained and the actions/recommendations given can be recorded clearly. In cases of child-on-child abuse CASS must be called for advice.

If staff have concerns during school holidays or when school is closed, they can call the Birmingham's Children's Advice and Support Service (CASS) on 0121 303 1888 Mon-Thurs 8:45am – 5:15pm Fri 8:45am – 4:15pm. Or out of hours emergency on 0121 675 4806

- Each school will have a nominated governor responsible for child protection (*for details of each school's safeguarding governor please see their individualised Appendix A*).
- The trust will have a Head of Safeguarding who promotes and co-ordinates best practice across all schools – Our current Head of Safeguarding is Sarah Campbell Swords s.swords@fioretti.co.uk
- There will be a nominated trustee for Safeguarding and Child Protection, currently this person is Deidre Leeming d.leeming@fioretti.co.uk
- Overall responsibility for Safeguarding across the trust will be entrusted to the Head of Fioretti Trust Claire Grainger c.grainger@fioretti.co.uk
- There will be an agreed DSL job description that is disseminated across the trust which sets out the expectations of the DSLs in each school (*See Appendix B*)

4. Role and Responsibilities of Designated Safeguarding Lead

The DSL will:

- Ensure every member of staff (including temporary, supply staff and volunteers) and governing body members knows the name of the designated safeguarding lead responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead

- responsible for child protection.
- Ensure that the parents understand the responsibility placed on the school and staff for child protection. Parents should be made aware of the policies and procedures.
- Ensure that parents are aware that this policy is available on request and make the policy available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and child protection meetings.
- Develop links with other agencies that support the child, such as Child and Adolescent Mental Health Services, Education investigation and Education Psychology Service.
- Keep written records, through CPOMs, of concerns about children (in line with guidance set out in this policy), even where there is no need to refer the matter to Social Services and other relevant agencies immediately.
- Ensure all records are kept securely, separate from the main pupil files, and in secure locations.
- Ensure that if a child who has a child protection plan leaves the school, their information is transferred to the new school immediately (within a maximum of 5 days) and social care is informed.
- Ensure that all staff are aware of what to do if there are concerns around a child (**Appendix 2 refers to what to do if you are concerned**).
- Ensure all staff are trained on the correct use of CPOMs to report incidents and make referrals.
- Ensure that CPOMs is monitored daily by themselves or their deputy DSL's.

The Designated Safeguarding Lead has responsibility and management oversight and accountability for child protection, although ultimate accountability in each school rests with the Head Teacher. Deputy DSLs are trained to the same standards as the Lead DSL and the role is explicit within their job description. Where a school has other members of an inclusion/child protection team, DSL training may be completed to aid them in their role but there are no expectations to carry out the role of a DSL. DSL training is undertaken every 2 years and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and ensure the reasoning behind the decision-making is recorded in the CPOMS report for that incident. Detailed information about the agreed Lead DSL's role can be seen in Appendix B

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and or family. Staff should only involve those who need to be involved when a child makes a disclosure and always consider what is in the best interest of the child.

A written record will be made of what information has been shared with whom, and

when (written records in the Fioretti Trust are made using CPOMS) files will be kept for all children and as a trust we will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance. Access to these records by staff other than by the designated safeguarding lead will be restricted.

5. Roles and Responsibility of Governors and the Governing Body

The Governing Body has strategic leadership responsibility for each of their school's safeguarding arrangements. It is the responsibility of the governing body to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and always comply with the law. It is the head teacher's role to ensure that staff understand and follow policies and procedures agreed by the governing body.

Regardless of the regularity of lettings of each school's premises, each governing body are aware of their responsibilities to ensure appropriate safeguarding arrangements are in place when hiring the school to other organisations.

The guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. In line with page 23, in the section titled: "Part Two: The Management of Safeguarding", we uphold the responsibility for governors to receive safeguarding training. In the Fioretti Trust, we will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training and induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the schools, within the Fioretti Trust, are effective and support the robust whole school/trust approach to safeguarding. Governor training will be regularly updated, at the very least on an annual basis.

The designated child protection governor and other members of the governing body will undertake regular safeguarding training and receive regular updates to ensure they know what good practice looks like. The governing body ensures that the school their school has policies and procedures in place and considers any guidance issued by the Secretary of State, any LA guidance

6. Part or Whole School Closures

During any part or whole school closures (such as those linked to Covid-19), The Fioretti Trust schools will continue to have regard to the statutory safeguarding guidance Keeping Children Safe in Education September 2024

- We will ensure that whether children are on site or at home, we have appropriate support in place for them.
- We will take advice and work with the local safeguarding partners and follow the latest Government guidance.

Each school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

(For information on who the lead person for each school will be please see their individualised Appendix A)

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and each school lead will explore the reasons for this directly with the parent. Where parents are concerned about the risks of their child attending school, each school or the social worker will talk through these anxieties with the parent/carer following the advice set out by the Government.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the head teacher.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The Fioretti Trust and its individual schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- No 1:1s (unless parents are present, and sessions are recorded)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.

- Staff must only use platforms specified and approved by each school or the trust.
- Staff should record the length, time, date and attendance of any sessions held.

Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID-19)

- Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.
- Details of this plan must be recorded on CPOMS, as should a record of contact made.
- The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
- DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.
- This plan must be reviewed regularly and where concerns arise, the DSLs will consider any referrals as appropriate.
- The Fioretti Trust recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.
- Teachers at all trust schools need to be aware of this in setting expectations of pupils' work where they are at home.

Support from Senior Leaders

The Head teacher at each school will provide support and guidance as appropriate to enable the DSL/DSLs to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

Each Head Teacher will ensure that as children return, they will give designated safeguarding leads and their teams more time to:

- support staff and pupils with new safeguarding and welfare concerns
- handle referrals to children's social care and other agencies where appropriate

7. School routines for the start and end of the day

The Fioretti Trust has created a culture of safeguarding that protects and keeps our children safe while in our care. It is vital that each school has a strict, safe routine for accepting pupils in the morning and releasing them to their appropriate adult in the afternoon. Each school will add their before and end of day routines as an appendix to this policy (appendix 3). These routines must not be changed or amended without consultation from the Head Teacher for each school and the Lead DSL.

8. Safer Recruitment and Employment Practices

The Fioretti Trust has created a culture of safe recruitment and has adopted the Local Authority policy on recruitment procedures. Each trust school will follow the 'Safer Recruitment' processes for all appointments, which will include the following.

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement.
- A statement of Commitment
- “The Fioretti Trust/ (enter School Name) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, TRA Teacher Services, Qualification and ID Checks.”
- ensuring that at least one member of the interview panel has attended Safer Recruitment Training.
- ensuring that references are gained before interview.
- ensuring that a safeguarding question is included in the interview.
- ensuring that any gaps in employment are explored at interview.
- undertake a DBS check* at the relevant level to the position of staff and governors in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a childcare capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school.
- Undertake an online check for all shortlisted candidates and notify them that this may be carried out.
- All governors now require an Enhanced DBS check and new appointments are TRA checked for Section 128 prohibition from governance
- Prohibition of teaching checks must be completed for everyone engaged in ‘teaching work’, whether a qualified teacher or not: and must be appropriately recorded on the Single Central Register. A teaching role is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, assessing and reporting on the development, progress and attainment of pupils, however, these activities are not classed as teaching work for the purposes of Keeping Children Safe in Education regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction and supervision
- Where a school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment.
- Ensure checks are carried out for individuals who have lived or worked abroad. Where these checks are not able to be completed each school will carry out a risk assessment in every instance.
- Short listed staff are all required to complete a self-declaration form before interview

(*An enhanced DBS check with barred list information will be appropriate for all staff as most staff will be engaging in 'regulated activity'. A supervised volunteer who regularly teaches or looks after children is not deemed to be in 'regulated activity'. In case of staff or volunteers who provide personal care, this includes helping a child with eating and drinking and for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability) this is deemed to be 'regulated activity'.

If a school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. Each school will always ask for written information about previous employment history and check that the information is complete.

Trust schools do not have the power to request DBS checks for visitors (for example children's relatives visiting on sports day) on these occasions each Head Teacher will use their professional judgment on how best to supervise these occasions.

Online checks for new staff

As part of the shortlisting process, Fioretti Trust will consider carrying out an online search within our due diligence of shortlisted candidates. This may help us to identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. Our Job application forms reflect that we may be checking candidates' online presence. We always use a matrix, within which parameters of what we are searching for are recorded, to ensure that there is consistency in the range of what is searched for with each candidate

Visitors

The Trust/ school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) on these occasions the Head Teacher will use their professional judgement on how best to supervise these occasions.

We understand the importance of visitors and external agencies to enrich the experiences of our pupils. In order to safeguard our children, we expect all visiting speakers to read and adhere to the statement below. Visitors will be provided with a copy of the statement below on entry to the school.

- Any messages communicated to pupils support fundamental British Values and our trust/school values.
- Any messages communicated to pupils are consistent with the ethos of the trust/school and do not marginalise any communities, groups or individuals.

- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Visitors wearing a red lanyard will always be accompanied by a member of staff.

Use of school premises for non-school activities

Any arrangements where the school is hired for non-school activities are set out in the school hire agreement, which sets out the requirement specified in 'keeping children safe in out of school setting 2023'. Once a term a health and safety visit is carried out by our governors, Business Manager and Site Manager, within which the safeguarding arrangements for non-school activities are regularly reviewed. If the school received an allegation relating to an incident where an individual or organisation was using our school premises for running an activity for children, our senior leaders will follow safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation in line with Keeping Children safe in education 2023 (paragraph 377)

9. Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing childcare could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case. Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in childcare may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger and children between five and eight years old in and out of the school setting (like breakfast clubs or afterschool care).

All staff across the Fioretti Trust schools are made aware that their 'relationships and associations' (including online) may have a safeguarding implication. This will be included in safeguarding briefings at the beginning of each term.

10. Allegations of Abuse Made Against Other Children (Child -on -Child Abuse)

At the Fioretti Trust we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other pupils in their school. We recognise that some pupils will sometimes negatively affect the learning and

wellbeing of others, and their behaviour will be dealt with under each school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in their school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure, sexual exploitation and abuse in intimate personal relationships between peers.

It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Government guidance suggests that girls, the LGBT community and those children with SEND need are at greater risk of sexual violence and sexual harassment within school. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. Both the victim and the parent/carer will be offered appropriate internal and external support.

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual violence and harassment by phone is on the increase. This includes when abuse takes place in intimate, personal relationships between peers. Even though the child themselves may not consider themselves to be victimised they should be regarded as in need of protection. Across the Fioretti Trust, in all schools, online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of child-on-child abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

Within our trust, any child-on-child abuse allegations must be referred to CASS for further advice. In addition, it may be necessary and appropriate to call the Sexualised Behaviours Team in Birmingham for further support and resources to support the child perpetrator and victim. All calls to CASS, police and EHT must be recorded using the CASS, EHT, Police recording form (Appendix D) This will be stored with the child's records on CPOMs.

Sharing nudes and semi-nudes (previously known as ‘sexting’)

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- gender-based violence
- sharing nude and semi-nude images/videos (also known as sexting or youth produced sexual imagery); and
- Initiation-type violence and rituals.

At every school in the Fioretti Trust, our safeguarding procedures operate with the best interests of the child at the heart of all decisions made. School leaders and governors will ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. All trust schools adopt a zero-tolerance approach, and that even if there are no reported cases, staff must not take the view that it does not happen in our schools. Schools should always assume that it can happen here. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Child on child sexual violence and sexual harassment

At The Fioretti Trust, we recognise that child on child sexual violence and sexual harassment can happen in or outside of school, as well as online and as such we adopt an “it could happen here” approach. All reports or disclosures will be taken seriously, and victims are supported throughout.

Our Trust adopts a zero-tolerance approach. Our staff are trained to recognise the scale and impact of harassment and abuse, and that non-recognition / downplaying the scale and scope may lead to a dangerous culture in the school. Staff are encouraged to remain vigilant and, rather than waiting for a disclosure, recognise that children may not always make a direct report and information may come from overheard conversations or observed behaviour changes. We recognise that how well we respond will influence the confidence of others to report what is happening to them. As schools and across the trust we regularly review decisions and actions to update and improve our policies and practice. In line with KCSIE 2024 paragraph 542 and 544, teachers can sanction pupils who’s

conduct falls below the standard which could be reasonable expected by them.

We also recognise the importance of the post incident response, recognising that for the victims of sexual assault there can be several physical and mental health implications which may require additional support. Schools must also offer a package of support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of support.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team, Head teacher and, in extreme cases, the Governing Body. At the Head teacher's discretion, the police may be informed. Parents/carers of both parties will be notified at the earliest possible opportunity and face-to-face meetings arranged.

The DSLs should always contact CASS on 0121 303 1888 to discuss the case, they will provide further guidance. When contacting CASS the conversation will be recorded on the form provided in appendix D of this policy. DSL will follow through the outcomes of the discussion and make referrals /follow given advice where appropriate. The DSL will make a record of the concern, the discussion and any outcome on both pupils' on CPOMs files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child -on -child abuse the whole trust has an ethos of promoting friendship, - and our Christian values. Through collective worship, assembly time, PSHE, RSE and other curriculum areas the children are taught tolerance, empathy and understanding.

11. Allegations against Staff and Volunteers

This is not the responsibility of the Designated Safeguarding Lead.

Fioretti Trust schools will follow all local guidance and will have regard for the DfE 'Harm Test' guidance in respect of all cases in which it is alleged that a teacher or other member of staff, including volunteers, 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
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a member of SLT, teacher, supply teacher, other staff, volunteers or contractors

We recognise the possibility that adults working in a school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the head teacher without delay; any concerns about the head teacher should go to the Chair of Governors of each school (*for each school's Chair of Governor contact details please see their individualised Appendix A*).

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the head teacher. Staff should always be encouraged and trained to 'see something, say something'

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or because of vetting checks undertaken.

Each Head Teacher must decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.

If the concern has been raised via a third party, the head teacher will collect as much evidence as possible by speaking:

- directly to the person* who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that our policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Local Authority Designated Officer for Managing Allegations (LADO) or Duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Local Authority Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2024) and the DSPP Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed. In the event of the allegation being made against the Head Teacher, the **Chair of Governors** is to be notified. If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer.

- If any allegation is made a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days.
- in response to an allegation all other options should be considered before suspending a member of staff.
- allegations that are found to be unsubstantiated, unfounded, false or malicious - reports should be removed from personnel records. The school will consider the appropriate sanction and will also consider whether the person making the allegation did so as a cry for help, or whether disciplinary action is required.

- reporting restrictions only apply to teachers in schools.
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty.
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality.
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded.
- where an allegation is deemed to be a low-level concern, unsubstantiated or does not meet the harm threshold, the school will take the incident into consideration making the link between low level concerns, staff code of conduct and safeguarding policies, and recording and sharing information with relevant parties, including whether this information should be included in references.
- where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order.

Whistle Blowing

If staff have concerns about a fellow colleague, they should follow the **Whistle Blowing** Procedures. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0808 800 5000**.

Supply Teachers

In some circumstances, we will have to consider an allegation against an individual not directly employed by the school, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst the school is not the employer of supply teachers, we will ensure allegations are dealt with properly in line with our policy. In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies will be kept fully involved and should co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing board when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by

the school during the investigation. When using an agency, the school will inform the agency of its process for managing allegations.

12. Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children. 'in the case of a member of teaching staff, consideration will be taken whether to refer the matter to the TRA, who will consider whether the individual should be prohibited from teaching.

Each school's Single Central Record includes all of the Safer Recruitment checks required to be in line with Keeping Children Safe in Education (2024). Further advice is sought from HR.

13. Information Sharing, Confidentiality and Record Keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. However, staff will be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care. All information sharing will be with the right people between and within agencies.

Advice should be sought from the Social Care Team (when we refer concerns to Children's Social Care, we will consider what is known about the child's wider context i.e. contextual safeguarding), who should approach the alleged abuser (or parents if the alleged abuser is a child). In line with Working Together to Safeguard Children (new version September 2023), we recognise that each school does not need consent to share personal information provided there is a lawful basis. We will continue to ensure transparency and to inform parents and carers that we are sharing information for these purposes and seek to work co-operatively with them. In cases where agreement to an Early Help assessment cannot be obtained, we will consider how the needs of the child might be met.

Information will be stored in via CPOMS with restricted access to designated people and this will be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure). All concerns are recorded online within 24 hours. Electronic body maps are used where appropriate.

If a child who is subject to a child protection plan leaves the school, their information will be securely forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records.

The governing board will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding

purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'

- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, the school must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the school will seek independent legal advice.

*****The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children*****

Involving Parents/Carers

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

We all have a legal and moral responsibility for the welfare and safety of our children. If something concerns a member of staff about the welfare of a child within a school, then please contact the School's Designated Safeguarding Lead (Appendix A). Parents/carers will be informed about our Child Protection Policy through the school website. Children will be provided with a child friendly version of the policy and each classroom will display a copy for them to access. During the first week of term the policy will be shared with the children in an age appropriate manner.

14. Early Help

If staff have any concerns about a child's welfare, they should act on them immediately and speak to the DSL. The DSL or other appropriately trained staff will take the lead role when early help is appropriate. The LA should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer/school know the outcome.

Signs that early help may be required include:

- The child showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or sexually or criminally exploited (including County Lines)
- The child is a privately fostered child
- The child has a disability, specific additional needs or certain health conditions
- Children who have a mental health need
- Children who are at risk of, so called, 'honour'-based abuse such as forced marriage or FGM.
- Children who have a parent in prison (or are affected by parental offending)
- Children who are frequently missing/go missing from education.
- Children who have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Children whose family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Children who are misusing alcohol and other drugs themselves

Our training will ensure that our staff have a greater awareness of the potential for multiple issues overlapping, be vigilant and report this.

15. Multi-agency working

Every school in our trust contributes to multi-agency working in line with statutory guidance and Working Together to Safeguard Children. Trust schools will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Each school will allow access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

16. The Curriculum

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Relationship and Sex Education (RSE) Computing, Online Safety. **Children are taught how to recognise when they are at risk and how to get help when they need it.**

The DfE 2019 relationships education, relationships and sex education (RSE) and health education became mandatory from September 2020 and the curriculums of our schools have been adapted to reflect this.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex->

All our policies which address issues of power and potential harm, for example anti-bullying, equality policy etc. will be linked to ensure a whole school approach. As a trust, we support staff in the use of appropriate physical contact in order to keep pupils safe using reasonable force. The use of reasonable force means using no more force than is needed and that the use of force may involve passive physical contact or active physical contact. Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

17. Looked After Children

Each school will have a Designated Teacher for Looked after Children (*please see each school's individualised Appendix A for information*). They are responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will work closely with the local virtual school and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

18. Training and Development

The schools in the Fioretti Trust will ensure that:

- Staff safeguarding training is integral and aligned part of a whole school approach and wider staff training and curriculum planning
- Staff training and development is linked to the Teacher's Standards and the expectations within the standards around behaviour and understanding of the needs of all pupils.
- All staff will receive appropriate safeguarding and child protection training (including online safety - where there is an emphasis on impact of technology on increasing risks to children added throughout, including that young people can be both victims and perpetrators of abuse) at induction, and that online safety training is provided as part of regular updates
- Staff training will be personalised to each school setting
- All staff are kept up to date with Child Protection issues by formal training taking place at least annually; online courses, external training and in-house training are provided throughout the year
- Clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at

appropriate meetings/training events/communications.

- The Designated Safeguarding Lead/s will take part in regular formal training sessions advanced level training at least every two years);
- All policies and procedures will follow DFE guidance on Child Protection issues.
- Governors will be kept informed about procedures through the Child Protection Link Governor.
- Good monitoring takes place of pupils identified as at risk.
- The team works closely with outside agencies to share information and co-ordinate support for the pupil.

In line with 'Keeping Children Safe in Education' (2024), the Head Teachers and all other staff, governors and volunteers who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. A Training Record is kept in each school for all adults working in contact with children. The training records for each school in the trust will be shared with the

19. Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government Guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2024 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

A form of abuse which 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.

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious

bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by 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 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.

Neglect

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

20. Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body.
- multiple bruises - in clusters, often on the upper arm, outside of the thigh.
- cigarette burns.
- human bite marks.
- broken bones.
- scalds, with upward splash marks.

- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation.
- aggressive behaviour or severe temper outbursts.
- flinching when approached or touched.
- reluctance to get changed, for example in hot weather.
- depression.
- withdrawn behaviour.
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking.
- being unable to play.
- fear of making mistakes.
- sudden speech disorders.
- self-harm.
- fear of parent being approached regarding their behaviour.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse.
- (b) violent or threatening behaviour.
- (c) controlling or coercive behaviour.
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

KCSIE 2024, now includes domestic abuse as a safeguarding issue that all staff should be aware of. It clarifies that domestic abuse can be physical, psychological, sexual, financial, or emotional, and that children can be impacted by seeing, hearing, or experiencing it. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All Fioretti Trust schools are part of Operation Encompass (refer to section 27)

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a

day on **0808 2000 247**.

Domestic Violence can take many forms, including psychological, physical, sexual, financial and emotional.

We recognise that exposure to domestic abuse can have serious long –term emotional and psychological impact on children. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm

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

- NSPCCC:UK Domestic abuse signs, symptoms, effects
- Refuge: What is domestic violence/effects of domestic violence on children
- SafeLives: Young people and domestic abuse

Controlling behaviour – a range of acts designed to make a person subordinate and/or dependent by:

- Isolating them from support
- Exploiting them for personal gain
- Depriving them of the means needed for independence, resistance, and escape
- Regulating their everyday behaviour

Coercive Behaviour – an act or pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish or frighten the victim.

Psychological, Physical, Sexual, Financial and Emotional

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

21. Positive Mental Health, Well-being & Resilience

Positive mental health is the concern of the whole community, and we recognise that schools play a key part in this. Our schools want to develop the emotional well-being and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone’s vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual’s life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Fioretti Trust staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the Designated Safeguarding Lead or a deputy.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing board will ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. The schools have access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies and using the mental health and behaviour in school's guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people, such as Rise Above.

22. Online Safety

Each school ensures that pupils are taught to stay safe online as part of our broad and balance curriculums. The school makes use of a number of resources and tools to support online safety such as.

- Use of smooth wall filtering and monitoring systems linked to internet and computer use.
- Guidance from PSHE Association
- Half termly lessons and collective worship devoted to safety when online
- Parent workshops, bulletins and information sharing to promote safe practices in the home.

The government has published guidance documents 'Filtering and monitoring standards' and 'Cyber security settings for schools and colleges. They outline the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. Within the Fioretti Trust, our staff are made aware of these guidance documents and of the importance of teaching pupils that is always age and developmentally appropriate. Pupils will be taught what positive; healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online

- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support the government has published

Although the nature of online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that together they reflect how harmful the internet might be. It is easy to see the potential harms, but it important that we communicate them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps ‘users online for longer than they might have planned or desired’
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites...hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships
- Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders

In an important section, the Teaching online safety in school guidance, reminds schools that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online. The guidance says that it is good practice to consult the Designated Safeguarding Lead ‘when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson’.

Teaching online safety in school should be read in conjunction with Education for a Connected World Framework which offers ‘age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.’

The guidance ‘Teaching online safety in school’ can be downloaded here:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Education for a Connected World (UKCIS, 2020) can be downloaded here:

<https://www.gov.uk/government/publications/education-for-a-connected-world>

The Teaching online safety in school guidance emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

23. Contextual Safeguarding

All staff, but especially the designated safeguarding leads will consider the context within which safeguarding incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

24. Specific Safeguarding Issues

Appropriate Adult

Pupils need to have an ‘appropriate adult’ during police investigations. Should this arise, the Head Teacher/ DSL’s will liaise to discuss any issues- especially ongoing enquiries under section 47 of the Children’s Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance- PACE Code C 2019.

PACE Code C 2019 details the role a person undertakes when acting as the ‘appropriate adult’ (usually a parent, guardian or social worker) while a pupil is being questioned or detained by the police. It includes an expectation that the appropriate adult will “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect (the

young persons) rights and entitlements, and inform the officer of the rank of inspector or above if they consider they are not.

Modern Slavery

Modern day slavery refers to any form of forced human exploitation for labour or service, such as human trafficking and forced labour.

Honour Based Abuse (HBA)

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to a designated safeguarding lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman
- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays)

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.

- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE)

“Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking”.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. A child may also be sexually exploited for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups within an increasingly widespread form of harm that is a typical feature of county lines criminal activity. Child Criminal Exploitation (CCE) includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns. The key to identifying potential involvement in **county lines** is ‘missing episodes’, where the victim may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology including cyberbullying, ‘sexting’ and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

In the event of a disclosure, all staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Statutory definition of Child Sexual Exploitation

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. **DfE Child sexual exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017**

Indicators of CSE/CCE may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- 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/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of CSE/CCE, it must be remembered that not all children with these indicators will be exploited. Exploitation can occur without any of these issues.

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); and
- Sexual identity.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years.
- can affect any vulnerable adult over the age of 18 years.
- can still be exploitation even if the activity appears consensual.
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Both staff and students will receive awareness training to allow for more effective referrals to take place. The attendance officer/team will track absence of all students vigilantly and notify DSL immediately of any concerns regarding a child missing from education.

Upskirting

As a trust we have ensured that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of ‘upskirting’. The Crown Prosecution Service (CPS) defines ‘up skirting’ as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.”

Children Missing Education (CME)

In accordance with KCSIE 2024 CME has been defined as:

Definition and risks

- A child absent from education is a child who is persistently absent (absent repeatedly and/or for prolonged periods). A child absent from education is at risk of becoming a child missing education.
- A child missing education is a child aged 5 to 16 not on a school roll and not being educated elsewhere.

Children absent from education and children missing education aren’t just a worry because of missing out on school – they can be vital warning signs of safeguarding issues. Being absent from education or missing education:

- Are potential indicators of abuse or neglect
- Leaves children more vulnerable to other safeguarding issues (such as becoming a victim of harm, sexual or criminal exploitation, or radicalisation)
- Can indicate mental health problems
- Can indicate risk of substance abuse, travel to conflict zones, female genital mutilation, ‘honour’-based abuse or forced marriage

In the Fioretti Trust we will ensure early intervention to help identify underlying safeguarding risks and prevent children going missing in the future. As a trust we recognise the need to act early and will do so by identifying who is most at risk and following our school’s attendance policy. We will ensure unauthorised absence is always followed up, and address poor or irregular attendance quickly. We will encourage parents to keep contact details up to date, so we can get in touch with them easily and report any concerns we have to our designated safeguarding lead (DSL), or deputy, and record them in writing too.

In the Fioretti trust we identify those who are most at risk as children who;

- Are suffering from abuse or neglect
- Come from Gypsy, Roma or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Stop attending a school suddenly and the reason or next place of education is unknown
- Come from new migrant families

If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, the local authority will need to review the plan and work closely with parents/carers.

Where children have poor attendance or are regularly missing then the school works in close liaison with the Local Authority CME officer and admissions team.

Further information can be found in 'Children missing education: statutory guidance for local authorities – September 2016

25. Children with Special Educational Needs and Disabilities and those who are disproportionately vulnerable

The Fioretti Trust and all its staff are committed to working with children with special educational needs (SEN) and disabilities. As a school we understand that children with Special Educational Needs and disabilities (SEND), or certain medical or physical conditions can face additional safeguarding risks / challenges. Barriers can exist when recognising abuse and neglect in this group of children

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- That they may be more prone to peer group isolation than others.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Within the Fioretti Trust, we recognise that some pupils with disproportionately vulnerable. For example, in addition to the factors identifies above, some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic or transphobic bullying or racial discrimination. This policy has therefore been designed to integrate the measures being taken to protect children who are more at risk from harm.

26. Private Fostering

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins) Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

27.Prevent Strategy (Radicalisation and Extremism)

All of the Fioretti Trust primary schools are actively involved in the Prevent strategy. Each school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to our schools' and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

Our schools, like all others, are 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 (*for information on each school's SPOC please see their individualised Appendix A*)

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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. Pupils 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 pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil 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 pupil'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 pupil 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 – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, 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;
 - 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; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils 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 the school in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly/collective worship 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 pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel** process;
- attending Channel** meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel** Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

** 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.

28. Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances

and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

(for information on each school's Key Adult please see their individualised Appendix A)

29. Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans) may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should inform the school if a child has a social worker, and the Designated Safeguarding Lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

(Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this)

30. Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence. This policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.

The cover page of this policy states the dates of review ratification by the Governing Body.

31. Supporting Documents

Working Together to Safeguard Children

- ✓ Keeping Children Safe in Education (2024)
- ✓ Safer Working Practice Guidance (February 2022)
- ✓ Right Help Right Time

Referrals – How to make

https://www.birminghamchildrenstrust.co.uk/info/3/information_for_professionals/40/refer_a_child_who_you_re_concerned_about

Early Help Strategy – Birmingham

<https://lscpbirmingham.org.uk/early-help/signs-of-safety-and-wellbeing>

Local Guidance

- https://www.birminghambeheard.org.uk/people-1/out-of-school-spaces-parent-survey/supporting_documents/Right_Help
- <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools>
- https://www.birmingham.gov.uk/downloads/file/1405/critical_incident_management_guidance_for_schools

National Guidance

- <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> updated May 2024
- <https://www.gov.uk/government/publications/information-sharing-protocol-ofsted-and-the-local-government-and-social-care-ombudsman-lgsco/information-sharing-protocol-ofsted-and-lgsco>
- <https://www.gov.uk/government/publications/prevent-duty-guidance>
- <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Anti-Bullying

www.bullying.co.uk

www.anti-bullyingalliance.org

www.gethelpwithbullying.org.uk

www.parentlineplus.org.uk

www.parentscentre.gov.uk

Child sexual exploitation

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/child-sexual-exploitation-cse/>

<http://www.seeme-hearme.org.uk/>

Child Exploitation and Online Protection Centre

Female Genital Mutilation (FGM)

www.afruca.org

Forced Marriage

www.fco.gov.uk/forcedmarriage

Legislation

www.dfes.gov.uk

Mental Health

www.youngminds.org.uk

www.parentlineplus.org.uk

Neglect Strategy

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/neglect-strategy/>

Stay Safe

www.staysafe.org

Study and Prevention of Child Abuse and Neglect

www.baspcan.org.uk

Teenage Pregnancy

www.teenagepregnancy.org

Use of images/ e-safety

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/e-safety-and-use-of-images/>

Appendix A

Fioretti Trust

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

Individual School Safeguarding & Child Protection Staffing Information

Each school will complete and circulate this information as part of the Safeguarding and Child Protection Policy ratified by the trust.

Position	Name	Contact Information
Headteacher	Nilam Hullait	n.hullait@fioretti.co.uk
Lead DSL	Alison Longvill	a.longvill@fioretti.co.uk
Other Practising DSLs	Jake Bateson Ben Taylor	j.bateson@fioretti.co.uk b.taylor@fioretti.co.uk
Non-Practising Trained DSLs	Sarah Wisdom	s.wisdom@fioretti.co.uk
SPOC	Alison Longvill	a.longvill@fioretti.co.uk
Lead Teacher for LAC	Alison Longvill	a.longvill@fioretti.co.uk
Key Adult for Operation Encompass	Alison Longvill	a.longvill@fioretti.co.uk
Chair of Governors	Sarah Smith	s.smith@fioretti.co.uk
Safeguarding Governor	Sarah Smith	s.smith@fioretti.co.uk

Appendix B



Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

Job description for the role of the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Trust Board, and working with a range of other agencies, including the Birmingham Local Authority. Each school will also appoint other DSL's: these need not be a teacher but must be trained and have the capability to carry out the duties of the post. Whilst other DSLs can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead (DSL). The lead responsibility cannot be delegated.

Some schools may choose to train some staff but they may remain as non-practicing DSLs – this may be the case where staff are required to have a certain set of skills for their role but are not expected to carry out the DSL role.

The Head Teacher must ensure that leadership time is ring fenced to enable the DSL to carry out their responsibilities.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact for all associated safeguarding matters;
- liaise with the head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- be an active member of the Fioretti Trust Safeguarding network, supporting colleagues (as required) across the trust and attending the monthly networking meetings;
- work with the designated Governor Safeguarding Lead and collaboratively undertake monitoring tasks.
- report termly to the Governing Body, using the agreed template.
- work closely with the Office Manager to ensure all processes and procedures with regard to safeguarding and safer recruitment are in place and adhered to.
- ensure that the Supervision Policy is adhered to.
- liaise with staff (especially pastoral support staff, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- provide 'Safeguarding Induction' for all new employees.
- act as a source of support, advice and expertise for all staff.
- develop a curriculum that teaches about specific safeguarding issues and promotes themes of safety throughout the subjects
- be a point of contact for other external agencies and where required, oversee the sharing and/or transferring of information

Where transference of a Child Protection file is required due to a change of school the DSL must:

Ensure the child protection file is transferred to the new school as soon as possible (within 5 days maximum). This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs, are aware as required. **If the new school has CPOMs this can be done as an electronic transfer.**

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Training

The designated safeguarding lead (and any practicing DSLs) should undergo training to provide

them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training and work in partnership with the SPOC where the roles are separate.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to, and understands, the Safeguarding Policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
- understand the importance of information sharing, both within the school, and other agencies, organisations and practitioners.
- can keep detailed, accurate, secure written records of concerns and referrals.
- maintain safeguarding practices in the event of any whole school/partial school closures
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or remote learning from home (if appropriate);
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

The lead DSL should also ensure that all staff and governors complete a yearly training update, are given input on specific areas of child protection and safeguarding and that accurate training records are maintained.

Raise Awareness

The designated safeguarding lead should:

- ensure the Safeguarding Policies are known, understood and used appropriately;
- disseminate the Trust Board Safeguarding Policy which is reviewed annually and ensure that the procedures and implementation are shared with all stakeholders and updated on the website as a statutory duty;
- ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. (Promote awareness of contextual safeguarding needs)
- develop ways to communicate effectively with parents/carers about safeguarding issues so that their awareness and understanding are also enhanced.

Availability

During term time the designated safeguarding lead or another practicing DSL should always be available (during school hours, including before /afterschool provision) for staff in the school to discuss any safeguarding concerns. Ideally the available designated safeguarding lead would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether availability via phone and or video conferencing is acceptable.

The role of the DSL is a dynamic and demanding position and therefore this description is not considered an exhaustive list of the demands which may be placed on the DSL. This description should be used as the minimum expectations for anyone taking on the role of DSL and there should be full understanding that other responsibilities will be required.

Appendix C

Morning routine:

All children enter through the gate on Gilby Road. A member of SLT will be at the gate to greet and welcome the children. The gate opens at 8.40 am and closes at 8.55.

A member of KS1 will be positioned by the Prayer Space.

A member of the SEND Hub will be on the Reception Playground.

In the instance of a student arriving after the gate closes, they need to enter via the entrance on St Vincent Street West and report to the office staff.

Afternoon routine:

The Staff are responsible for taking students to their dismissal area on playground. Students are to remain behind the adult. When a known responsible adult comes to collect the teacher will dismiss the student into their care. Reception students are dismissed from the classroom. A member of SLT is present at the Reception playground and the main playground.

See map below for location:



Appendix D

To be used by DSL/Deputy DSL's when calling/ receiving calls from CASS, Police or the Early Help Team.

<u>Name/Position of DSL</u>	<u>Name of Child:</u>	<u>Date of Incident :</u>
Are you speaking to; CASS <input type="checkbox"/>	Police <input type="checkbox"/>	
Early Help Team <input type="checkbox"/>		
<u>Date and Time of call:</u>	<u>Initial Person Spoken to</u>	
<u>Name and Time /Second Person Spoken to:</u>		
<u>Any other people spoken to:</u>		
<u>Points Raised</u>	<u>Advice Given /actions suggested</u>	<u>Outcome</u>
<u>Signed:</u>		

Please use the back of the form to write any additional notes. Do not use post it notes.

Appendix E

Dealing with a Disclosure of Abuse

When a child 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 her/him you are pleased that she/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what she/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what she/he has told you. It is essential to record all you have heard.
- 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, vis CPOMs, using the child's own language. Include any questions you may have asked. Do not add any opinions or Interpretations.

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 must not deal with this yourself. Clear indications or disclosure of abuse must be reported to the lead DSL who will contact children's social care without delay.

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 your Head of

Safeguarding, Designated Safeguarding Lead and Head teacher.

What to do if you are concerned

Concerns outside the immediate environment (e.g. a parent or carer)

- Report your concerns to the, Designated Safeguarding Lead who should contact Social or the as soon as possible.
- If the Designated Safeguarding Lead is not available, then the deputy or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking Advice or making a referral).
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a need to know basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

The conversation should be recorded using appendix D.

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within the Fioretti Trust in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Fioretti Trust will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child. All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm
To children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child,
even if consensual (s16-19 Sexual Offences Act 2003);
- ‘Grooming’, i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003);
- Other ‘grooming’ behaviour giving rise to concerns of a broader child protection nature (e.g. Inappropriate text/email messages or images, gifts, socialising etc.);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works within the Fioretti Trust including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated, Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.

- The Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If a Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern/allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension:

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout

Actions where there are concerns about a child

