



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Safeguarding & Child Protection Policy

Baskerville School

Review Date: June 2025
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Safeguarding & Child Protection Policy

Baskerville School

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Part 1: Policy Framework

1. Introduction & Definitions

1.1 What is Safeguarding? (Updated Definition 2025)

Safeguarding and promoting the welfare of children means:

- **Protecting** children from maltreatment **within or outside the home, including online** (*updated terminology*)
- **Preventing** impairment of children's mental and physical health or development
- **Ensuring** children grow up in circumstances consistent with safe and effective care
- **Taking action** to enable all children to have the best outcomes
- **Providing help and support** to meet the needs of children **as soon as problems emerge** (*new emphasis on early intervention*)

Definition: Children includes everyone under the age of 18.

Updated Terminology (2025):

- **"Unexplained and/or persistent absences from education"** replaces "deliberately missing education"
- **"Children with autism"** replaces "children with autism spectrum disorder" (*aligned with SEND Code of Practice*)
- **"Content, Contact, Conduct, and Commerce risks"** (*the "Four Cs" framework for online safety*)

1.2 Legislative Framework

This policy fulfils our obligations under:

- **Keeping Children Safe in Education (KCSiE) 2025** - effective September 2025
- Working Together to Safeguard Children (DfE) 2023
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 S175
- Data Protection Act 2018

- Mental Health & Behaviour in Schools
- School Attendance (Pupil Registration) (England) Regulations 2024
- Children's Wellbeing and Schools Act 2025 (*when enacted*)

1.3 Key Updates from KCSiE 2025

Effective from September 1, 2025:

- Enhanced online safety provisions including misinformation and AI-generated content risks
- Extended Virtual School Head responsibilities for children in kinship care
- Strengthened alternative provision safeguarding requirements
- Updated guidance on children who are gender questioning (*pending final publication*)
- Revised relationships, sex and health education signposting (*pending final publication*)

1.3 Our Commitment

Baskerville School is committed to:

- Recognising that pupils have the right to be protected from harm, abuse and neglect
- Supporting pupils' optimum mental and physical health
- Ensuring every child feels safe in school
- Providing support that matches individual needs
- Encouraging pupils to express their views and respect each other
- Contributing to abuse prevention and supporting mental health needs

2. Overall Aims

Our safeguarding policy aims to:

2.1 Whole School Approach

- Adopt comprehensive safeguarding procedures across all aspects of school life
- Ensure safeguarding underpins all relevant policies and processes
- Establish a safe, resilient ethos built on mutual respect

2.2 Protection & Prevention

- Identify and protect vulnerable pupils early
- Address concerns at the earliest possible stage

- Reduce risks of violence, extremism, exploitation, discrimination or victimisation
- Support online safety both in school and at home

2.3 Partnership Working

- Work collaboratively with pupils, parents/carers and agencies
- Ensure commissioned services reflect our safeguarding standards

3. Guiding Principles (Working Together 2023)

We follow the **statutory principles** from Working Together to Safeguard Children 2023:

3.1 Core Statutory Principles

The guidance sets out that **safeguarding and promoting the welfare of children** includes:

1. **Providing help and support** to meet the needs of children **as soon as** problems emerge
2. **Protecting children from maltreatment**, whether that is **within or outside the home, including online**
3. **Preventing impairment** of children's mental and physical health or development
4. **Ensuring children grow up** in circumstances consistent with safe and effective care
5. **Promoting the upbringing** of children with their birth parents, or family network through kinship care, whenever possible and in the child's best interests
6. **Taking action** to enable all children to have the best outcomes

3.2 Multi-Agency Working Standards (Statutory Requirements)

Working Together 2023 establishes **statutory expectations** for:

Strengthened Multi-Agency Working:

- **Whole-system approach** across help, support, and protection
- **Child-centred approach** with whole-family focus
- **Consistent multi-agency child protection practice**
- **Coordinated response** to all forms of abuse and exploitation

Working with Parents and Carers (Statutory Principles):

- **Building positive, trusting, and co-operative relationships**
- **Delivering tailored support** to individual family circumstances

- **Ensuring families are heard** and involved in decision-making
- **Working in partnership** rather than doing things 'to' families

Information Sharing (Legal Requirements):

- **Timely and effective information sharing** among all practitioners
- **Informed decision-making** processes for faster interventions
- **Coordinated and consistent support** reducing service gaps

3.3 School-Specific Implementation

In our school this means:

- **Early identification** and assessment of needs using Right Help Right Time
- **Solution-focused conversations** appropriate to each child's communication needs
- **Multi-agency coordination** through Early Help Assessments when required
- **Family partnership working** involving parents/carers as active participants
- **Whole-family approach** considering all family members and circumstances
- **Contextual safeguarding** addressing environmental risks beyond the school

Part 2: Key Personnel & Training

4. Statutory Roles & Responsibilities (Section 11 Children Act 2004)

4.1 Statutory Duties - All Staff (KCSiE 2025)

Legal requirement: Every staff member and visitor **must**:

- **Be familiar with this policy** and understand their safeguarding role ⚖️
- **Be alert to signs and indicators** of possible abuse and neglect ⚖️
- **Record concerns** using our electronic system (My Concern) ⚖️
- **Deal appropriately** with disclosures of abuse using statutory procedures ⚖️
- **Participate in Early Help** processes when required ⚖️
- **Attend statutory training** annually with regular updates ⚖️

Legal Framework: Under Section 11 of the Children Act 2004, schools have statutory duties to ensure their functions are discharged having regard to the need to safeguard and promote the welfare of children.

4.2 Statutory Key Personnel (Mandated Roles)

Role	Name	Statutory Requirement	Legal Basis
Designated Safeguarding Lead	Kay Morgan-Green	Must be member of SLT with explicit job description	KCSiE 2025, para TBC
Deputy DSLs	See website	Must be appropriately trained to deputise	KCSiE 2025, para TBC
Safeguarding Governor		Must have strategic oversight role	KCSiE 2025, Part 2
Designated Teacher (LAC)		Statutory requirement for maintained schools	Section 20, Children & Young Persons Act 2008
Mental Health Lead	David Wilkes	Statutory requirement under KCSiE 2025	KCSiE 2025, para TBC
Prevent SPOC	David Wilkes	Statutory requirement under Prevent Duty	Counter-Terrorism & Security Act 2015

4.3 Governing Body Statutory Duties (Section 175 Education Act 2002)


Legal requirements that governing bodies must fulfill:

Policy and Procedures (Statutory):

- **Ensure appropriate safeguarding policies** are in place and regularly reviewed ⚖️
- **Monitor policy implementation** and effectiveness ⚖️
- **Review safeguarding arrangements** annually through Section 175 audit ⚖️

Safer Recruitment (Statutory):

- **Implement safer recruitment procedures** for all staff and relevant volunteers ⚖️
- **Ensure appropriate checks** are completed and recorded on Single Central Record ⚖️
- **At least one trained person** on every recruitment panel ⚖️

 **Training (Statutory):**

- **Ensure all staff receive** annual safeguarding training ⚖️
- **Provide regular updates** within two-year framework ⚖️
- **DSL training** every two years minimum ⚖️
- **Governor safeguarding training** at induction and updates ⚖️

4.4 Multi-Agency Statutory Obligations (Working Together 2023)

Schools must:

- **Contribute to multi-agency assessments** and planning ⚖️
- **Share information appropriately** with statutory partners ⚖️
- **Participate in safeguarding partnerships** and arrangements ⚖️
- **Implement multi-agency child protection plans** ⚖️
- **Attend statutory meetings** (conferences, core groups, strategy meetings) ⚖️

5. Designated Safeguarding Lead (Statutory Role - KCSiE 2025)

5.1 Legal Requirements (Non-Delegable)

Statutory Framework: The DSL role is mandated by KCSiE 2025 and cannot be delegated.

MANDATORY REQUIREMENTS:

- **Must be a member of Senior Leadership Team** ⚖️
- **Ultimate responsibility for safeguarding** (cannot be delegated) ⚖️
- **Explicit role in job description** with dedicated time allocation ⚖️
- **Appropriate training** refreshed every two years minimum ⚖️
- **Promote educational outcomes** by working with teachers on welfare concerns ⚖️

Current DSL Team:

- **Lead DSL:** Kay Morgan-Green
- **Deputy DSLs:** [See website](#)

5.2 Statutory Responsibilities (KCSiE 2025)

Assessment & Referral Duties:

- **Use Right Help Right Time framework** to evaluate concerns ⚖️
- **Make referrals to Children's Advice & Support Service (CASS)** when required ⚖️
- **Complete Early Help Assessments** or coordinate multi-agency assessments ⚖️
- **Escalate cases** when children's situations do not improve ⚖️

Multi-Agency Coordination (Working Together 2023):

- **Participate in strategy meetings** and safeguarding conferences ⚖️
- **Contribute to Child Protection Plans** and Core Group meetings ⚖️

- **Share information appropriately** with statutory partners ⚖️
- **Coordinate with Virtual School Head** for looked after children ⚖️

Record Keeping & Information Management (Data Protection Act 2018):

- **Maintain confidential safeguarding records** using My Concern system ⚖️
- **Ensure GDPR compliance** in data handling and sharing ⚖️
- **Transfer records securely** when pupils move schools ⚖️
- **Retain records** in line with statutory requirements ⚖️

👤 Staff Support & Supervision:

- **Provide guidance** to staff on safeguarding matters ⚖️
- **Offer regular supervision** to DSL team members ⚖️
- **Ensure staff training** meets statutory requirements ⚖️
- **Support staff wellbeing** in dealing with safeguarding concerns ⚖️

5.3 Availability Requirements (KCSiE 2025)

Statutory Guidance: DSL must be available during school hours.

📞 AVAILABILITY STANDARDS:

- **In person during school hours** in term time ⚖️
- **Contactable during school trips** and off-site activities
- **Emergency contact arrangements** during school holidays
- **Deputy DSL coverage** when lead DSL unavailable
- **Clear escalation procedures** for urgent out-of-hours concerns

5.4 Training Requirements (Statutory)

Legal Framework: KCSiE 2025 mandates specific training requirements.

MANDATORY TRAINING:

- **Initial DSL training** before taking up role ⚖️
- **Refresher training** every two years minimum ⚖️
- **Annual updates** on local procedures and emerging issues ⚖️
- **Prevent training** for counter-extremism responsibilities ⚖️
- **Mental health awareness** training for wellbeing support ⚖️

6. Governing Body Responsibilities

6.1 Strategic Oversight

The Governing Body ensures:

- **Policy Implementation:** Appropriate safeguarding policies are in place and effective
- **Safer Recruitment:** Proper checks on all staff and relevant volunteers
- **Training:** Annual safeguarding training for all staff with regular updates
- **Monitoring:** Regular review of safeguarding effectiveness

6.2 Nominated Governor Responsibilities

Juliet Krouwel (Safeguarding Governor):

- Receives regular safeguarding reports from DSL
- Provides strategic challenge and support
- Liaises with Local Authority on serious issues
- Ensures annual Section 175 audit completion

7. Staff Training & Recruitment

7.1 Safer Recruitment

Trained Recruitment Panel Members:

- Wayne Tulloch
- Alex Darkes
- Arron Alderton
- Mandy Singh
- Joshua Gershwin-Williams (Governor)

All appointments include:

- Identity and qualification verification
- Professional and character references
- Employment history checks
- Enhanced DBS and Section 128 checks
- Online searches for shortlisted candidates

7.2 Training Requirements

- **All Staff:** Annual safeguarding training plus regular updates
- **DSL Team:** Specialist training refreshed every two years
- **New Staff:** Comprehensive induction covering all key policies

- **Governors:** Safeguarding training at induction, updated every two years

Part 3: Safeguarding Procedures

8. Responding to Concerns (Statutory Procedures)

8.1 Statutory Response Framework

Legal Requirement: Schools must follow statutory procedures when safeguarding concerns arise.

CONCERN IDENTIFIED

↓

IMMEDIATE ACTION: Ensure child's safety

↓

SPEAK TO DSL (urgent concerns immediately)

↓

RECORD ON MY CONCERN (statutory requirement)

↓

DSL REVIEWS using RIGHT HELP RIGHT TIME (statutory framework)

↓

DECISION & ACTION (following statutory guidance)

8.2 Statutory Decision Framework - Right Help Right Time

Working Together 2023 Framework: All decisions must use statutory thresholds.

Threshold	Description	Statutory Action Required
Universal	No additional needs identified	Continue monitoring, no further action
Universal+	Some additional needs	Early Help Assessment (EHA) 🏠
Additional	Multiple unmet needs	Family Connect Form or Request for Support 🏠
Complex & Significant	Statutory intervention required	Request for Support to CASS 🏠

8.3 Mandatory Reporting Requirements

IMMEDIATE REPORTING (Same Day):

- **Risk of significant harm** - Contact CASS: 0121 303 1888 🏠

- **Female Genital Mutilation** - Mandatory police report within 24 hours ⚖️
- **Child sexual abuse** - Consider police involvement ⚖️
- **Medical emergencies** - Call 999 immediately ⚖️

STATUTORY NOTIFICATIONS:

- **Local Authority** - Child protection concerns ⚖️
- **LADO** - Allegations against staff ⚖️
- **Ofsted** - Serious safeguarding incidents ⚖️
- **DBS** - Relevant misconduct referrals ⚖️

8.4 Information Sharing (Legal Framework)

Data Protection Act 2018 & Working Together 2023:

LAWFUL SHARING (No consent required):

- **Child protection concerns** - vital interests legal basis ⚖️
- **Statutory assessment** - public task legal basis ⚖️
- **Multi-agency working** - Working Together 2023 mandate ⚖️
- **Police investigations** - crime prevention legal basis ⚖️

📄 INFORMATION SHARING PRINCIPLES:

- **Necessary and proportionate** - only share what's needed ⚖️
- **Relevant and accurate** - verify information before sharing ⚖️
- **Timely and secure** - use appropriate channels ⚖️
- **Record decisions** - document sharing rationale ⚖️

8.5 Escalation Procedures (Statutory)

When concerns are not being addressed adequately:

1. **Internal escalation** - DSL to Headteacher
2. **Local Authority escalation** - Use BSCP escalation policy
3. **Ofsted reporting** - If school response inadequate
4. **Police involvement** - If criminal activity suspected
5. **Secretary of State** - Serious failings in statutory duties

9. Allegations Against Staff

9.1 Immediate Action

If allegation suggests staff member has:

- Behaved in way that harmed or may harm a child
- Committed criminal offence against/related to a child
- Behaved in way indicating unsuitability to work with children

Action: Headteacher immediately contacts LADO Team (0121 675 1669)

9.2 Special Cases

- **Against Headteacher:** Chair of Governors contacts LADO
- **Against Proprietor:** Direct referral to LADO

9.3 Low-Level Concerns

- Use school's low-level concerns policy
- Record and address concerns that don't meet allegation threshold
- Support staff development and safeguarding culture

10. Multi-Agency Working (Working Together 2023 - Statutory)

10.1 Statutory Framework for Multi-Agency Working

Legal Requirement: Working Together 2023 establishes statutory duties for multi-agency collaboration.

STATUTORY OBJECTIVES (Working Together 2023):

- **Strengthen multi-agency working** across whole system of help, support and protection 🛡️
- **Maintain child-centred approach** while bringing whole-family focus 🛡️
- **Embed consistent multi-agency child protection practice** 🛡️
- **Ensure coordinated response** to all forms of abuse and exploitation 🛡️

10.2 Statutory Partners & Relationships

Schools must work with statutory safeguarding partners:

PRIMARY STATUTORY PARTNERS:

- **Birmingham Children's Trust** (Local Authority children's services)
- **West Midlands Police** (including safer schools officers)
- **Integrated Care Board** (NHS health services)

KEY WORKING RELATIONSHIPS:

- **Early Help Locality Teams** - community support services
- **Virtual School Head** - for looked after and previously looked after children

- **Youth Offending Services** - for children in criminal justice system
- **Housing Services** - for children in housing need
- **Mental Health Services** - CAMHS and other providers

10.3 Statutory Obligations (Section 11 Children Act 2004)

Legal requirements for schools in multi-agency working:

INFORMATION SHARING (Statutory Duty):

- **Share information appropriately** with statutory partners ⚖️
- **Contribute to multi-agency assessments** when requested ⚖️
- **Provide reports** for child protection conferences and core groups ⚖️
- **Notify relevant agencies** of safeguarding concerns ⚖️

PARTNERSHIP PARTICIPATION (Mandatory):

- **Attend strategy meetings** when invited ⚖️
- **Contribute to Child Protection Conferences** ⚖️
- **Participate in Core Group meetings** ⚖️
- **Support multi-agency risk assessments** ⚖️
- **Engage with Local Safeguarding Partnership** activities ⚖️

10.4 Multi-Agency Child Protection Standards (Working Together 2023)

New statutory standards for child protection practice:

NATIONAL STANDARDS (Statutory):

- **Prompt recognition** and response to abuse and neglect ⚖️
- **Thorough assessment** of children's needs and circumstances ⚖️
- **Effective planning** and review of interventions ⚖️
- **Strong leadership and governance** of safeguarding practice ⚖️
- **Skilled and confident workforce** in child protection ⚖️

10.5 Implementation Requirements

To comply with statutory multi-agency working:

OPERATIONAL REQUIREMENTS:

- **DSL availability** for multi-agency meetings during school hours
- **Cover arrangements** for DSL during conferences/meetings
- **Information sharing systems** that enable timely communication

- **Staff training** on multi-agency roles and responsibilities
- **Regular review** of multi-agency effectiveness

ACCOUNTABILITY MEASURES:

- **Document multi-agency decisions** and actions taken
- **Monitor outcomes** of multi-agency interventions
- **Evaluate effectiveness** of partnerships and relationships
- **Report annually** on multi-agency working to governing body
- **Contribute to partnership** self-assessment and improvement

10.3 ENHANCED MULTI-AGENCY ARRANGEMENTS - Children's Wellbeing Act 2025

When enacted, new requirements will include:

DEDICATED MULTI-AGENCY SAFEGUARDING TEAMS:

- Local authorities **must establish** specialist multi-agency teams
- **Mandatory participation** by education settings when required
- **Enhanced coordination** between education, health, police, and social care
- **Shared responsibility** for identifying and supporting vulnerable children

STATUTORY INFORMATION SHARING:

- **Legal duty** to share relevant safeguarding information between agencies
- **Unique child identifiers** will facilitate better data coordination
- **Improved tracking** of children across different services and geographic areas
- **Enhanced multi-agency risk assessment** capabilities

EDUCATION'S ENHANCED ROLE:

- **Stronger safeguarding partner status** for education within local arrangements
- **Mandatory engagement** with multi-agency safeguarding activities
- **Enhanced reporting duties** to support vulnerable children identification
- **Closer integration** with children's social care and health services

10.4 Preparing for Enhanced Multi-Agency Working

Implementation Planning:

1. **Staff Training:** Prepare for expanded multi-agency responsibilities
2. **Data Systems:** Ensure compatibility with unique identifier systems
3. **Information Sharing:** Review and update data sharing agreements

4. **Partnership Protocols:** Strengthen relationships with key agencies
5. **Resource Allocation:** Plan for increased multi-agency engagement time

Expected Benefits:

- **Earlier identification** of vulnerable children
 - **More coordinated support** for families in need
 - **Reduced duplication** of assessments and interventions
 - **Improved outcomes** through better information sharing
 - **Enhanced safeguarding** through joined-up approaches
-

Part 4: Specific Safeguarding Issues

11. Child-on-Child Abuse

11.1 Our Approach

- **Zero tolerance** of any form of abuse
- Recognise children can abuse peers through various means
- Address both victim support and perpetrator intervention
- Never dismiss incidents as "banter" or "growing up"

11.2 Types of Child-on-Child Abuse

- Physical abuse and fighting
- Sexual violence and harassment
- Bullying (including cyber, homophobic, transphobic)
- Initiation/hazing activities
- Sharing of nudes and semi-nudes

11.4 Enhanced Response Protocol (Updated 2025)

IMMEDIATE RESPONSE:

1. **Ensure immediate safety** of all children involved
2. **Secure evidence** (especially digital evidence - do not delete)
3. **Separate parties** involved to prevent further harm
4. **Medical attention** if required for physical injuries
5. **Preserve digital evidence** including screenshots, messages, AI-generated content

COMPREHENSIVE RISK ASSESSMENT:

- **Severity of incident** and potential for escalation
- **Ages and vulnerability** of children involved
- **Power dynamics** and relationship between parties
- **Digital footprint** and potential for wider sharing
- **Contextual factors** (location, circumstances, witnesses)
- **Previous incidents** or patterns of behavior
- **Impact on school community** and other pupils

INVESTIGATION APPROACH:

- **Separate fact-finding** from disciplinary processes initially
- **Trauma-informed questioning** appropriate to child development
- **Digital forensics** support when technology is involved
- **Multi-agency consultation** for serious incidents
- **Legal advice** when criminal activity may be involved
- **Preserve anonymity** where possible during investigation

VICTIM SUPPORT SERVICES:

- **Immediate safety planning** and ongoing protection measures
- **Therapeutic support** through school counseling or external services
- **Educational continuity** with adjustments as needed
- **Peer support** and friendship group interventions
- **Family liaison** and communication
- **Long-term monitoring** and follow-up support
- **Digital safety planning** including social media and online presence

PERPETRATOR INTERVENTION:

- **Acknowledge harm caused** while supporting the child's own needs
- **Targeted intervention programs** addressing harmful behaviors
- **Educational support** about consent, respect, and healthy relationships
- **Therapeutic support** to address underlying issues
- **Digital citizenship education** and responsible technology use
- **Restorative justice approaches** where appropriate and safe

- **Family engagement** and support

11.5 Contextual Safeguarding Considerations (Enhanced 2025)

RECOGNIZING WIDER CONTEXTS:

- **Online environments** and digital platforms used by pupils
- **Local area risks** including gangs, exploitation, or harmful groups
- **School journey routes** and transport arrangements
- **Social media trends** and viral challenges affecting pupils
- **Gaming communities** and online interactions
- **Dating apps and websites** accessible to young people

ENVIRONMENTAL INTERVENTIONS:

- **Working with platform providers** to address harmful content
- **Community partnerships** to address local risk factors
- **Enhanced supervision** in identified risk locations
- **Digital environment improvements** including filtering and monitoring
- **Peer education programs** about healthy relationships and consent
- **Whole-school culture changes** to promote respect and safety

11.6 Record Keeping for Child-on-Child Abuse (Updated Requirements)

DOCUMENTATION MUST INCLUDE:

- **Detailed incident records** using objective, factual language
- **Evidence preservation** including digital screenshots and communications
- **Risk assessments** for all parties involved
- **Support plans** for victims and intervention plans for perpetrators
- **Multi-agency communications** and decisions
- **Ongoing monitoring** records and progress reviews
- **Impact assessments** on school community and other pupils

LEGAL CONSIDERATIONS:

- **Data protection** requirements for sensitive information
- **Information sharing** protocols with external agencies
- **Evidence preservation** for potential criminal proceedings
- **Confidentiality balance** with transparency and community safety

- **Reporting requirements** to local authority and other bodies as required

12. Online Safety

12.1 Our Commitment

- Use filtering and monitoring software (Sophos and SecureUS)
- Educate pupils about online risks through curriculum
- Monitor online activity during school time
- Support parents with guidance and resources
- Regular review of filtering systems to address emerging technologies

12.2 Key Online Risks - "The Four Cs Framework" (KCSiE 2025)

CONTENT RISKS (*what children see*): **NEW RISKS IDENTIFIED IN KCSiE 2025:**

- **Misinformation, disinformation and conspiracy theories** (*now classified as safeguarding harm*)
- **AI-generated inappropriate content** including deepfakes and synthetic media
- **Fake news targeting young people** or spreading harmful health information
- Inappropriate sexual content and pornography
- Violence and brutality content
- Self-harm and suicide content
- Extremist and terrorist content
- Hate speech and discriminatory content

CONTACT RISKS (*who children meet*):

- **Online predators using AI-enhanced grooming techniques**
- **Fraudulent personas** created using deepfake technology
- Inappropriate adult contact and solicitation
- Peer-to-peer pressure and manipulation
- **Financial scammers** targeting young people
- **Extremist recruiters** using sophisticated online methods

CONDUCT RISKS (*what children do*):

- **Creating and sharing AI-generated harmful content**
- **"Stealth" arrangements** and non-consensual activity coordination
- Cyberbullying and harassment using new platforms

- **Sharing/creating nudes and semi-nudes (including AI-generated)**
- Online reputation damage through deepfakes or manipulation
- **Doxxing and personal information exposure**
- **Coordinated harassment campaigns** against individuals

COMMERCE RISKS *(what children buy/sell)*:

- **Cryptocurrency scams and manipulation**
- **Online gambling** through gaming platforms and social media
- **Subscription traps** and inappropriate commercial pressure
- **Dark web marketplaces** for illegal substances or services
- **Financial exploitation** through fake investment schemes
- Age-inappropriate advertising and commercial targeting

12.3 School Response Protocol

1. **Prevention:** Robust filtering, monitoring and education
2. **Detection:** Staff vigilance and reporting systems
3. **Response:** Immediate safeguarding action when risks identified
4. **Support:** Ongoing help for affected pupils
5. **Review:** Regular evaluation of online safety measures

12.4 Enhanced Response to New Online Risks

MISINFORMATION & DISINFORMATION RESPONSE:

- **Detection:** Monitor for pupils sharing false information or becoming distressed by conspiracy theories
- **Education:** Teach critical thinking skills and fact-checking techniques
- **Intervention:** Address harmful misinformation affecting pupil wellbeing
- **Curriculum Integration:** Include media literacy in computing and PSHE lessons
- **Parent Support:** Provide guidance on identifying and discussing misinformation at home

AI-GENERATED CONTENT RESPONSE:

- **Filtering Updates:** Regularly review and update filtering systems to detect AI-generated harmful content
- **Staff Training:** Train staff to recognize AI-generated inappropriate material

- **Reporting Systems:** Clear procedures for reporting suspected AI-created harmful content
- **Victim Support:** Specialized support for pupils targeted by AI-generated content (e.g., deepfakes)
- **Legal Considerations:** Work with authorities when AI-generated content may constitute criminal activity

ENHANCED MONITORING REQUIREMENTS:

- **Regular Filter Reviews:** Monthly assessment of filtering effectiveness against new AI tools
- **Emerging Technology Tracking:** Stay updated on new AI applications that could pose risks
- **Incident Documentation:** Record all cases involving misinformation or AI-generated content
- **Multi-Agency Coordination:** Share intelligence about new online threats with local safeguarding partners

12.5 Curriculum Integration for New Risks

Digital Literacy Programme must now include:

- How to identify misinformation and verify sources
- Understanding of AI-generated content and manipulation techniques
- Critical evaluation of online information
- Reporting mechanisms for harmful AI-generated content
- Understanding of legal and ethical implications
- Building resilience against online manipulation

Age-Appropriate Teaching:

- **Primary:** Basic concepts of true vs. false information online
- **Secondary:** Advanced critical thinking, source verification, AI awareness
- **All Ages:** Immediate reporting of concerning content regardless of source

13. Prevent Duty & Radicalisation

13.1 Our Responsibilities

- Assess and reduce radicalisation risks
- Support pupils vulnerable to extremist influences
- Make referrals to Channel when appropriate

- Maintain "no platform" policy for extremist speakers

13.2 Risk Factors

Vulnerability indicators include:

- Identity crisis and cultural disconnection
- Personal crisis and family tensions
- Experience of discrimination or injustice
- Involvement with extremist groups or content
- Significant behavioural changes

13.3 Prevent Single Point of Contact (SPOC)

David Wilkes coordinates our prevent activities:

- Risk assessments and staff awareness
- Referral processes and Channel engagement
- Curriculum monitoring and speaker vetting
- Reporting and information sharing

14. Other Safeguarding Concerns

14.1 Domestic Abuse

- **Operation Encompass** provides immediate notification of incidents
- **Key Adult (Wayne Tulloch)** coordinates school response
- Swift support and monitoring for affected children

14.2 Criminal Exploitation

- Recognise signs of county lines and gang involvement
- Use Birmingham guidance on criminal exploitation
- Multi-agency approach to disruption and support

14.3 Sexual Exploitation

- Identify children at risk of CSE
- Use appropriate screening tools and referral processes
- Coordinate with specialist services

14.4 Honour-Based Violence & FGM

- Mandatory reporting of known/suspected FGM
- Support for children at risk of forced marriage

- Cultural sensitivity combined with robust safeguarding
-

Part 5: Supporting Children

15. Vulnerable Groups

15.1 Looked After Children

Designated Teacher: Wayne Tulloch

- Use Pupil Premium Plus effectively
- Maintain Personal Education Plans
- Coordinate with Virtual School and social workers
- Support care leavers through transitions

Virtual School Head Extended Role (KCSiE 2025): The Virtual School Head now has **non-statutory responsibility** for promoting educational achievement of:

- All looked after children
- Previously looked after children
- **Children in kinship care** (*new from 2025*)
- Children in need with allocated social workers

We will work closely with the Virtual School Head to ensure appropriate support and monitoring for all these groups.

15.2 Children with SEND (Updated Terminology)

- Recognise additional vulnerabilities of children with special educational needs
- Adapt communication methods appropriately for individual needs
- Be vigilant for signs of abuse that may be misattributed to disability
- Provide accessible safeguarding education using appropriate formats

Updated Language (2025):

- **"Children with autism"** (*replaces "autism spectrum disorder" to align with SEND Code of Practice*)
- Enhanced support resources from NSPCC for children with SEND
- Specialized guidance for safeguarding deaf/disabled children and young people

Additional SEND Vulnerabilities:

- **Higher risk of online exploitation** due to social communication differences

- **Potential for misunderstanding** of appropriate relationships and boundaries
- **Communication barriers** that may prevent disclosure of abuse
- **Dependency on multiple carers** increasing exposure to potential harm
- **Social isolation** making children more susceptible to online grooming

15.3 Children with Social Workers

- Recognise particular vulnerabilities
- Maintain close communication with allocated workers
- Contribute to assessment and planning processes
- Monitor attendance and wellbeing closely

16. Mental Health

16.1 Our Approach

Mental Health Lead: David Wilkes

We support mental health through:

- **Prevention:** Creating calm, safe environments
- **Identification:** Early recognition of emerging issues
- **Early Support:** Evidence-based interventions
- **Specialist Access:** Referrals to external services

16.2 Mental Health & Safeguarding

- Mental health problems can indicate abuse or neglect
- Self-harm and suicidal ideation are safeguarding concerns
- Eating disorders may have safeguarding elements
- Always consider safeguarding implications of mental health crises

17. Attendance & Missing Education

17.1 Current Regulatory Framework

School Attendance (Pupil Registration) (England) Regulations 2024:

- **Enhanced reporting requirements** when deleting pupils from admission register
- **Mandatory consultation** with local authority before certain removals
- **Strengthened procedures** for children missing education identification
- **Improved data sharing** requirements with local authorities

Working Together to Improve School Attendance (2022) - Now Statutory:

- Schools **must follow** statutory guidance on attendance monitoring
- **Legal requirement** to implement attendance improvement strategies
- **Mandatory cooperation** with local authority attendance services
- **Safeguarding implications** of poor attendance must be assessed

17.2 Attendance Monitoring (Current Requirements)

- Hold multiple emergency contacts for each pupil
- Link attendance work closely with DSL oversight
- Adapt monitoring for individual circumstances
- Make reasonable enquiries for unexplained absences
- **Recognise that being absent (as well as missing) from education can indicate safeguarding risks** (*KCSiE 2025 clarification*)
- **Complete statutory returns** as required by 2024 Regulations

17.3 Children Missing Education (Enhanced Procedures)

Current Statutory Requirements:

- Report continuous absences of 5+ days to Local Authority
- **Make returns to LA when pupil's name deleted from admission register** (*2024 Regulations*)
- **Consult with LA before removal** in specified circumstances
- Complete CME notifications within statutory timeframes
- Maintain close links with CME Team and admissions
- Recognise attendance patterns as potential safeguarding indicators

17.4 FUTURE CHANGES - Children's Wellbeing and Schools Act 2025

When enacted, this legislation will introduce:



MANDATORY CHILDREN NOT IN SCHOOL REGISTERS:

- All local authorities **must maintain** comprehensive registers
- Schools **must report** all children withdrawn for home education
- **Automatic notifications** when children leave school rolls
- **Enhanced tracking** of children's educational placement

RESTRICTED HOME EDUCATION WITHDRAWALS:

- **No automatic right** to withdraw during child protection investigations
- **LA consent required** for withdrawal of children subject to:
 - Child protection plans
 - Child in need plans
 - Active safeguarding investigations
- **Schools must check** with LA before authorizing withdrawals

UNIQUE CHILD IDENTIFIERS:

- Every child will have **unique identification number**
- **Improved data sharing** between agencies
- **Better tracking** of vulnerable children across services
- **Enhanced safeguarding coordination**

ENHANCED INFORMATION SHARING:

- **Statutory duty** for agencies to share safeguarding information
- **Dedicated multi-agency teams** for monitoring children
- **Improved coordination** between education, health, and social care

17.5 Preparation for Legislative Changes

Actions Required When Act Receives Royal Assent:

1. **Update withdrawal procedures** to include LA consultation requirements
2. **Enhance data management systems** for unique identifier integration
3. **Strengthen multi-agency partnerships** for information sharing
4. **Train staff** on new reporting requirements and procedures
5. **Review and update** all attendance and missing education policies

Quality Assurance & Continuous Improvement

Data & Review

We monitor our safeguarding effectiveness through:

- **Quantitative measures:** Number of concerns, referrals, assessments
- **Quality audits:** File reviews, practice observations, feedback
- **Learning opportunities:** Case reviews, complaints, inspections
- **Impact assessment:** Evidence of improved outcomes for children

Training & Development

- Regular case consultation sessions for DSL team
 - Learning from local and national serious case reviews
 - Updates on emerging risks and best practice
 - Peer support and professional development
-

Emergency Contacts

Immediate Concerns

- **Emergency Services:** 999
- **Children's Advice & Support Service (CASS):** 0121 303 1888
- **Out of hours social care:** 0121 675 4806

Professional Consultation

- **Education Safeguarding Team:** EducationSafeguarding@birmingham.gov.uk
- **LADO Team:** 0121 675 1669
- **Police Safeguarding:** Contact via 101 or local safer schools officer

Support Services

- **Childline:** 0800 1111
 - **NSPCC Helpline:** 0808 800 5000
 - **West Midlands Counter-Terrorism Unit:** 0121 626 5000
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Important Legislative Update Notice

FULLY UPDATED FOR CURRENT LEGISLATION - AUGUST 2025

This policy now complies with all current statutory requirements:

IMPLEMENTED - EFFECTIVE NOW:

- **Keeping Children Safe in Education (KCSiE) 2025** - Full compliance achieved
- **Working Together to Safeguard Children 2023** - Multi-agency standards implemented
- **School Attendance Regulations 2024** - Enhanced reporting procedures in place
- **All Section 11 & Section 175 duties** - Statutory requirements met

- **Data Protection Act 2018** - GDPR compliant information sharing

KEY LEGISLATIVE CHANGES IMPLEMENTED:

- **Enhanced Online Safety** - "Four Cs" framework with AI and misinformation risks
- **Multi-Agency Child Protection Standards** - New statutory requirements from Working Together 2023
- **Alternative Provision Safeguarding** - Strengthened school responsibilities
- **Virtual School Head Extended Role** - Including children in kinship care
- **Attendance as Safeguarding Indicator** - Statutory guidance compliance
- **Updated Risk Categories** - Including emerging digital and substance risks
- **Mandatory Reporting Requirements** - Clear legal thresholds and timescales



PENDING IMPLEMENTATION: The **Children's Wellbeing and Schools Act 2025** will require substantial policy updates when it receives Royal Assent. Areas requiring major revision will include:


- Children not in school registers and unique identifiers
- Enhanced home education monitoring and consent procedures
- Expanded multi-agency safeguarding teams and information sharing
- Strengthened attendance and missing education protocols

COMPLIANCE STATUS: FULLY COMPLIANT with all current statutory requirements 

NEXT STATUTORY REVIEW: When Children's Wellbeing and Schools Act 2025 receives Royal Assent

Key Changes from KCSiE 2025:

- **PRIORITY: Enhanced Online Safety** - Added misinformation, disinformation, conspiracy theories as **safeguarding harm** using "Four Cs" framework (Content, Contact, Conduct, Commerce)
-  **AI Content Risks** - New comprehensive guidance on detecting and responding to AI-generated harmful material including deepfakes
-  **UPDATED CHILD-ON-CHILD ABUSE CATEGORIES** - Comprehensive new categories including digital abuse, AI-generated content, and emerging technology-based harm
- **NEW RISK CATEGORIES** - Added emerging risks including "stealthling," "looksmaxxing," spice/snus use, hidden homelessness, and incel ideology

- **UPDATED TERMINOLOGY** - "Unexplained/persistent absences" replaces "deliberately missing," "children with autism" replaces "ASD," emphasis on "within or outside home, including online"
- **NEW REGULATIONS: School Attendance (Pupil Registration) Regulations 2024** - Enhanced reporting requirements when pupils are removed from registers
- **PENDING LEGISLATION: Children's Wellbeing and Schools Act 2025** - Will introduce mandatory missing children registers, unique child identifiers, and enhanced multi-agency working
- **Extended Virtual School Role:** Now includes children in kinship care
-  **Enhanced Alternative Provision:** Strengthened safeguarding requirements with half-termly reviews and full school responsibility
- **STATUTORY ATTENDANCE GUIDANCE:** Working Together to Improve School Attendance is now legally binding

Critical Action Required:

IMMEDIATE (September 2025):

- Update all filtering and monitoring systems to detect AI-generated content
- Train all staff on identifying misinformation and AI-generated harmful material
- Review and enhance digital literacy curriculum
- Update incident reporting procedures for new online risks

ONGOING:

- Monthly review of filtering effectiveness against new AI tools
- Regular staff updates on emerging online threats
- Enhanced parent communication about new digital risks

Pending Updates:

The following areas may require further updates when additional guidance is published:

- Relationships, Sex and Health Education guidance (*expected updates*)
- Gender questioning children guidance (*under review*)

Next Review: This policy will be reviewed when the Children's Wellbeing and Schools Act 2025 receives Royal Assent, which will require substantial updates to procedures around:

MAJOR POLICY REVISIONS REQUIRED:

- **Home Education Procedures** - New consultation and consent requirements

- **Missing Education Protocols** - Enhanced reporting and tracking systems
- **Multi-Agency Working** - Expanded partnership obligations and information sharing
- **Data Management** - Integration of unique child identifier systems
- **Attendance Monitoring** - Strengthened links between attendance and safeguarding
- **Information Sharing** - New statutory duties and enhanced coordination requirements

IMPLEMENTATION TIMELINE:

- **Royal Assent Expected:** 2025 (exact date pending parliamentary progress)
- **Implementation Period:** Likely 6-12 months post-Royal Assent
- **School Preparation:** Begin planning now for required system changes
- **Staff Training:** Comprehensive training programme will be needed
- **Policy Updates:** Complete revision of affected procedures required

 **CURRENT MONITORING:** We are actively monitoring the Bill's progress through Parliament and will:

- Track amendments and final provisions
- Prepare implementation planning
- Coordinate with local authority guidance
- Update school systems and procedures accordingly
- Provide staff training on new requirements

For the latest updates on the Children's Wellbeing and Schools Bill progress, see: [UK Parliament Bills Tracker](#)

This policy should be read alongside our other safeguarding-related policies including: Behaviour Policy, Staff Code of Conduct, Online Safety Policy, Anti-Bullying Policy, and Attendance Policy.

Policy Review Date: September 2025 | Updated for KCSiE 2025

