



Bouncing Statistics

Overcoming the misunderstood conception

Safeguarding Policy and Child Protection Policy

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Part 1: Safeguarding Policy	
Introduction	
Overall aims	
Guiding principles	
Expectations	
Designated safeguarding lead (DSL)	
Contextual safeguarding	
Mental health	
Safer recruitment and selection	
Induction	
The use of reasonable force	
Safeguarding young people who are/may be susceptible to radicalisation into terrorism	
Risk reduction	

Safeguarding young people who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)	
Child-on-child abuse including sexual violence and harassment	
Criminal exploitation	
Part 2: Key procedures	
Chart: responding to concerns about a child	
Involving parents/carers	
Multi-agency	
Our role in supporting children	
Responding to an allegation about a member of staff	
Children with additional needs	
Appeals procedure	
Links to additional information about safeguarding issues and forms of abuse	

<p>Part One: Safeguarding Policy</p> <p>Introduction</p> <p>Safeguarding and promoting the welfare of children is defined as:</p> <ul style="list-style-type: none"> • providing help and support to meet the needs of children as soon as problems emerge • protecting children from maltreatment, whether that is within or outside the home, including online • preventing impairment of children's mental and physical health or development • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care • taking action to enable all children to have the best outcomes <p><i>Children includes everyone under the age of 18.</i></p> <p>Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSIE following the enactment of The Education and Training (Welfare of Children) Act 2021. Whilst in addition to this, the policy shall apply to all organisations or individuals using school premises.</p> <p><i>Please refer to KCSIE Part One</i></p> <ul style="list-style-type: none"> • <i>Safeguarding information for all staff</i> • <i>those who don't work directly with children can read the condensed version of part 1</i> • <i>What school, college and all staff should know and do</i> • <i>A child centred and coordinated approach to safeguarding</i> 	<p><i>This means that our organisation is committed to safeguarding and promoting the welfare of all its pupils and young people that we work with. We believe that:</i></p> <ul style="list-style-type: none"> • <i>Young people have the right to be protected from harm, abuse, neglect and exploitation</i> • <i>Taking action to enable all children to have the best outcomes</i> • <i>Young people have the right to experience their optimum mental and physical health</i> • <i>Every child has the right to an education and young people need to be safe and to feel safe in school</i> • <i>Making sure that children grow up in circumstances consistent with the provision of safe and effective care</i> • <i>Young people need support that matches their individual needs, including those who may have experienced abuse</i> • <i>Young people have the right to express their views, feelings and wishes and voice their own values and beliefs</i> • <i>Young people should be encouraged to respect each other's values and support each other</i> • <i>We will provide help and support to meet the needs of children as soon as problems emerge</i> • <i>Young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our organisation will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.</i> • <i>We will contribute to the prevention of abuse, neglect and exploitation risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours</i> • <i>We will contribute to the prevention of the impairment of children's mental and physical health or development</i> <p><i>All staff, volunteers and visitors have an important role to play in safeguarding young people and protecting them from abuse and</i></p>
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	<i>considering when mental health may become a safeguarding issue.</i>
<p>Bouncing Statistics will fulfil our responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • Working Together to Safeguard Children (DfE) • Keeping Children Safe in Education (KCSIE) • West Midlands Safeguarding Children Procedures • The Education Act 2002 S175 	<p>In our business the following people will take the lead in these areas:</p> <p>Our Data Protection officer is: Rackeem Reid</p>
<ul style="list-style-type: none"> • General Data Protection Legislation (2018) • Mental Health & Behaviour in Schools • Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) • Birmingham Safeguarding Children Partnership threshold guidance Right Help Right Time • Multi-agency Statutory Guidance on Female Genital Mutilation • Protecting Children from Radicalisation: The Prevent Duty, 2023 • Relationships Education, Relationships and Sex Education (RSE) and Health Education • Birmingham RSE Primary Offer • Sharing nudes and semi-nudes: advice for education settings working with children and young people • Voyeurism Offences Act 2019 • Working together to improve school attendance – Gov.UK (www.gov.uk) 	

<p>Overall aims</p> <p>This policy will contribute to the protection and safeguarding of our young people and promote their welfare by:</p> <ul style="list-style-type: none"> • Adopting a company approach to safeguarding • A new section has been added making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in schools and colleges. • Clarifying standards of behaviour for staff and young people. • Contributing to the establishment of a safe, resilient, and robust ethos in the company, built on mutual respect and shared values • Introducing appropriate work within our curriculum • Encouraging young people and parents to participate • Alerting staff to the signs and indicators that all may not be well • Developing staff awareness of the causes of abuse • Developing staff awareness of the risks and vulnerabilities their young people face • Addressing concerns at the earliest possible stage • Reducing the potential risks young people face of being exposed to multiple harms including violence, extremism, exploitation, discrimination, or victimisation • Recognising risk and supporting online safety for young people, including the home 	<p>This means that we will:</p> <ul style="list-style-type: none"> • <i>Identify and protect all pupils especially those identified as vulnerable students</i> • <i>Identify individual needs as early as possible; gain the voice and lived experience of vulnerable students and design plans to address those needs</i> • <i>Work in partnership with students/ parents/carers/schools and other agencies</i> <p><i>Our policy extends to any establishment our company works with.</i></p> <p><i>Our director will ensure that any commissioned agency will reflect the values, philosophy, and standards of our company.</i></p> <p><i>Appropriate risk assessments are completed, and ongoing monitoring is undertaken.</i></p>
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<p>Guiding Principles</p> <p>These are the eight guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time):</p> <ul style="list-style-type: none"> • Provide effective help and support as early as possible • Have conversations and listen to children and their families as early as possible • Understand the child's lived experience • Work collaboratively to improve children's life experience • Be open, honest and transparent with families in our approach • Empower families by working with them • Work in a way that builds on families' strengths • Build resilience in families to overcome difficulties 	<p><i>This means that in our company, all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership Right Help Right Time, and procedures for Early Help.</i></p> <p><i>All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.</i></p> <p><i>It also means that where early help is appropriate, the designated safeguarding lead will liaise with other agencies and completing an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.</i></p> <p><i>Early help cases will be kept under constant review, and if the child's situation does not improve/ is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.</i></p> <p><i>Early help indicators are not limited to but also now include -</i></p> <p><i>You should now also be alert to any child who:</i></p> <ul style="list-style-type: none"> - <i>Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit</i> - <i>Has a parent or carer in custody, or is affected by parental offending</i> - <i>Is frequently missing/goes missing from education, home or care</i> - <i>Unexplainable and/or persistent absences from education</i>
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<p>Expectations</p> <p>All staff, volunteers and visitors will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse, neglect and exploitation (See Appendix 1 for current definitions and indicators) • Record concerns and give the record to the DSL • Deal with disclosures of abuse from children in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible • Be involved, where appropriate, in the implementation of individual interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and interagency Child Protection Plans 	<p><i>All staff will receive annual safeguarding training and update briefings as appropriate.</i></p> <p><i>Key staff will undertake more specialist safeguarding training as agreed by the governing body.</i></p> <p><i>In recognition of the impact of COVID- 19, additional disclosure training will be undertaken by all staff.</i></p> <p><i>We will follow Safer Recruitment processes and checks for all staff including online checks.</i></p>
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<p>The Designated Safeguarding Lead (DSL)</p> <ul style="list-style-type: none"> • The DSL will be a member of the management team. • Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. • DSL's should help promote educational outcomes by working closely with teachers and schools about children's welfare, safeguarding and child protection concerns. • Safeguarding and child protection information will be dealt with in a confidential manner. • The DSL will ensure that the company is clear on parental responsibility for children in our care, and report all identified private fostering arrangements to the local authority. 	<p><i>This means the DSL team in our company will be:</i> <i>Lead: Ryan Blackwood</i> <i>Deputy: Joel Ambalu</i></p> <p><i>Any steps taken to support a child/young person who has a safeguarding vulnerability must be reported to the lead DSL if the DSL can't be contacted report to the Deputy DSL. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.</i></p> <p><i>Written files are transformed into PDF files (to ensure no editing takes place) and uploaded to secure laptop and file.</i></p> <p><i>We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm.</i></p>
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<ul style="list-style-type: none"> Safeguarding records will be stored securely in a central place separate from academic records and progress reports. Individual files will be kept for each young person; we will not keep family files. Files will be kept for at least the period during which the young person is attending our programmes, but will be shared with relevant schools, and beyond that in line with current data legislation and guidance. Direct contact between ourselves and schools will be necessary. 	<p><i>We will record where and to whom the records have been passed and the date.</i></p> <p><i>This will allow the school setting/agency/Local authority to continue supporting victims of abuse, neglect or exploitation and have that support in place for when the young person arrives.</i></p>
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<p>Contextual Safeguarding</p> <p>Contextual safeguarding is about the impact of the public/social context on children and young people lives, and consequently their safety. It seeks to identify and respond to harm and abuse, neglect and exploitation posed to children and young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all children and young people, as opposed to focusing on an individual.</p>	<p><i>DSLs will consider contextual safeguarding and give due regard to the effectiveness of our safeguarding system within the wider system. This will be evidenced in:</i></p> <ul style="list-style-type: none"> <i>Informal and formal assessments of need/risk for the child/ young person</i> <i>Case discussions in DSL supervision sessions</i>
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<p>Mental Health</p> <p>KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.</p> <p>Mental health support</p> <p>Additional information has been added to help organisations prevent and tackle bullying and support</p>	<p><i>In our school this means that:</i></p> <ul style="list-style-type: none"> <i>All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation</i> <i>All staff will take immediate action and speak to the DSL if they</i>
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<p>pupils whose mental health problems manifest themselves in behaviour.</p> <p>Department for Education (DfE) (2017) Preventing bullying. https://www.gov.uk/government/publications/preventingand-tackling-bullying</p> <p>Department for Education (DfE) (2018) Mental health and behaviour in schools https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</p>	<p><i>have a mental health concern about a child and young person that is also a safeguarding concern</i></p> <ul style="list-style-type: none"> • <i>We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:</i> • Prevention: <i>creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing everyone who works with us, and equipping young people to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through our support settings via programmes, activities and ethos;</i> • Identification: <i>recognising emerging issues as early and accurately as possible;</i> • Early support: <i>helping pupils to access evidence based early support and interventions; and</i> • Access to specialist support: <i>working effectively with external agencies to provide swift access or referrals</i>
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<p>Safer recruitment and selection</p> <p>The organisation should follow part 3 of 'Keeping Children Safe in Education' (KCSIE) and pay full regard to 'Safer Recruitment' requirements including but not limited to:</p> <ul style="list-style-type: none"> • verifying candidates' identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check • due diligence checks • any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children. <p>Evidence of these checks must be recorded and shared with schools to be placed on the Single Central Record.</p> <p>All recruitment materials will include reference to the company's commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p>The following organisation staff have undertaken Safer Recruitment training:</p> <p>Ryan Blackwood</p> <p><i>They will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p> <p><i>If new staff recruits do not hold an enhanced DBS via the update service. The organisation shall apply for the enhanced DBS check prior to employment. Then every 3 years a check shall be completed as a minimum. Whilst staff shall be required to complete a form yearly to state any positive criminal records.</i></p>
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<p>Induction</p> <p>All staff, especially staff who have been redeployed in response to Covid-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.</p> <p>10.2 Staff support</p> <ul style="list-style-type: none"> • Regular safeguarding supervision will be offered to the Lead DSL • Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the company. • DSLs will be supported to access training as appropriate including training in behaviour and mental health. • Throughout creating a work culture where staff feel comfortable raising and 	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding and Child Protection policy</i> • <i>The Code of Conduct</i> • <i>The safeguarding response to children who go missing from education</i> • <i>The role of the DSL and Deputy DSL (including the identity of the DSL, Deputy DSL and any deputies)</i> <p><i>Copies of policies and a copy of part one of KCSIE is provided to staff at induction or directed to the KCSIE document.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will</i></p>
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discussing safeguarding matters that happen in and outside of work.	<i>support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL or Deputy DSL and to seek further support as appropriate.</i>
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<p>The use of reasonable force</p> <p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.</p> <p>The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children.</p> <p>This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p>‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> <p>Government advice for ‘Use of Reasonable Force in Schools’ is available below. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</p>	<p><i>This means that in our organisation:</i></p> <p><i>By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i></p> <p><i>We will write individual ‘behaviour and relationship plans’ for our more vulnerable participants and agree them with the school, and where necessary act as a bridge for parents and carers.</i></p> <p><i>We will not have a ‘no contact’ policy as this could leave our staff unable to fully support and protect their pupils and students.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving pupils including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully and have appropriate safety plans and risk assessments in place that are reviewed.</i></p> <p><i>Where such cases shall arise, staff will always look to seek support when acting in a school setting. Further to this, this policy will act as guidance, to cases which shall arise outside of the school setting.</i></p>
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<p>Safeguarding young people who are/may be susceptible to radicalisation into terrorism</p> <p>In accordance with 2023 Prevent Duty legislation, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people from becoming terrorist or supporting terrorism' (section 26, Counter Terrorism and Security Act 2015).</p> <p>As we are an organisation who work directly with schools, we have also undertaken prevent training, and see this section as applying to us also.</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of those susceptible people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.</p> <p>Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 1.</p>	<p><i>This means that in our company:</i></p> <p><i>We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.</i></p> <p><i>Young people and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate those who are susceptible vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.</i></p> <p><i>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.</i></p> <p><i>All staff should look to uphold the Objectives of Prevent to:</i></p> <ul style="list-style-type: none"> - <i>Tackle the ideological causes of terrorism</i> - <i>Intervene early to support people susceptible to radicalisation</i> - <i>Enable people who have already engaged in terrorism to disengage and rehabilitate</i> <p><i>As an organisation Bouncing Statistics recognises that its participants and stakeholders can be susceptible to radicalisation.</i></p> <p><i>All staff shall have adequate prevent duty training to ensure they are aware of their</i></p>
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	<p>requirements to safeguard those that they work with and the community at large.</p> <p><i>All training provided to Bouncing Statistics staff will allow employees to be informed of their knowledge and understanding to manage risk, paying close attention to the risk assessments which are conducted.</i></p> <p><i>Thus, Bouncing Statistics stay committed to reducing permissive environments as a key theme in the attempt to tackle the ideological causes of terrorism and broader radicalising influences. With prevention at the forefront of this approach as a means to reducing or eliminating the risk of people being radicalised or becoming involved in terrorism.</i></p>
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<p>Risk reduction</p> <p>The director, the DSL and Deputy DSL will assess the level of risk within the company and put actions in place to reduce that risk. Risk assessment may include consideration of the organisations scheme of work on delivery, SEND policy, assembly policy, online use (to reduce online radicalisation), integration of children/young people by gender and SEN, anti-bullying policy and other issues specific to the organisations profile, values, community and philosophy. To this end, open-source due diligence checks will be undertaken on all partners being utilised to enter schools whether this be together or individually.</p> <p>All staff to understand the definition of extremism https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024</p>	<p><i>We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children/young people from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right-Wing/Left Wing, Anarchist and Single-Issue/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our company's safeguarding duty as we work with children/young people.</i></p> <p><i>All staff within our company will be alert to changes in a child/young person's behaviour or attitude which could indicate that they are in need of help or protection.</i></p> <p><i>Our company will make referrals to the relevant school if we are concerned that an individual might be susceptible to radicalisation. Whilst the DSL in particular shall be informed of referral procedures and the need for informed proper consideration of the terrorism threat picture and the need to respond proportionately.</i></p>
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	<p><i>Being readily prepared to utilise adequate interventions, containing tailored packages which are intended to divert people away from extremist activity at the earliest opportunity, whilst supporting their disengagement with terrorist ideologies where they have been involved in terrorism or terrorist related activity.</i></p> <p><i>Bouncing statistics will take a cautious approach to support a gender questioning child and:</i></p> <ul style="list-style-type: none"> <i>• Consider the broad range of the individual's needs</i> <i>• Do this in partnership with their parents/setting (except in rare circumstances where involving parents would bring a significant risk of harm to the child/young person)</i> <i>• Include any clinical advice that is available</i> <i>• Consider how to address wider vulnerabilities, such as the risk of bullying</i> <p>Preventing radicalisation definition</p> <p>Extremism is the promotion or advancement of an ideology^{[footnote 3]} based on violence, hatred or intolerance^{[footnote 4]}, that aims to:</p> <ol style="list-style-type: none"> 1. negate or destroy the fundamental rights and freedoms^{[footnote 5]} of others; or 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy^{[footnote 6]} and democratic rights^{[footnote 7]}; or 3. intentionally create a permissive environment for others to achieve the results in (1) or (2). <p>The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition. Links provided.</p>
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<p>Safeguarding children/young people who are vulnerable to exploitation, trafficking, or so-called ‘honour-based’ abuse (including female genital mutilation and forced marriage)</p> <p>With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). We see this as applying to our organisation also, due to the nature of involvement in schools and school settings. Therefore, when a staff member suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that person has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary action.</p> <p>The staff member will also discuss the situation with the DSL or the Deputy DSL.</p> <p>Any discovery made by our staff will immediately be reported to the relevant schools DSL. A report will be made, and shall be followed up accordingly, with consistent contact taking place between the school DSL if the DSL is unavailable this will be done by the Deputy DSL and the organisations customer account manager.</p>	<p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around.</i></p> <ul style="list-style-type: none"> • <i>Forced marriage</i> • <i>FGM</i> • <i>Honour based abuse</i> • <i>Trafficking</i> • <i>Criminal exploitation and gang affiliation</i> <p><i>Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans.</i></p>
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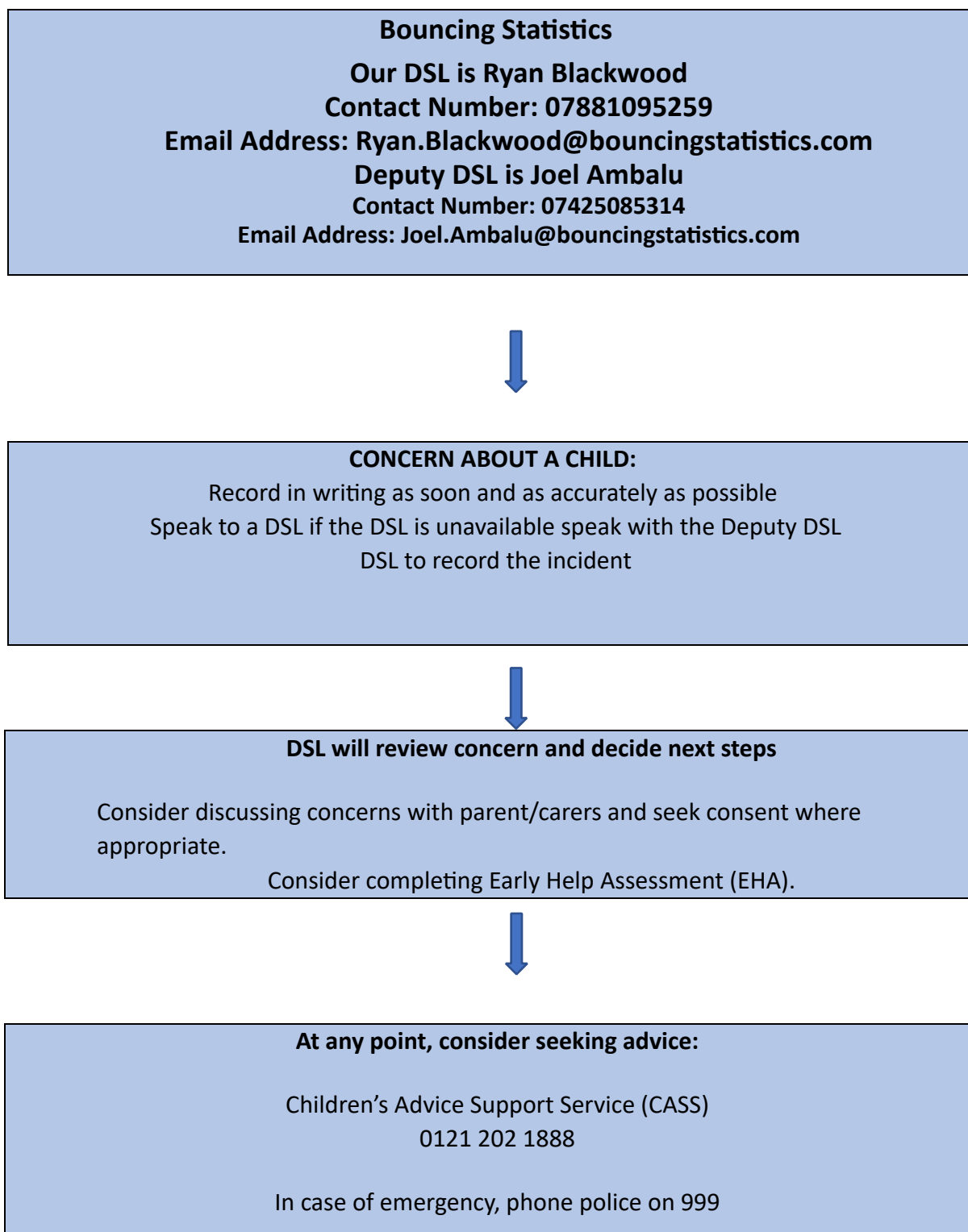
<p>Child-on-child abuse including sexual violence and harassment</p> <p>The KCSIE guidance now requires that additional information about child-on-child abuse should be included in schools/educational settings' and colleges' child protection policies, including: para; 160-bulldotpoint 6 "a statement which makes clear there should be a zero-tolerance approach to abuse..."</p> <p>It is important that organisations working with children/young people can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.</p> <p>The company's values provide the platform for staff and young people to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child-on-child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.</p> <p>Organisations should recognise the impact of sexual violence, and the fact children/young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:</p> <ul style="list-style-type: none"> • Rape: A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents. • Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents. • Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not 	<p><i>All staff will receive training on child-on-child abuse.</i></p> <p><i>We will adopt a 'whole-company' approach to tackling sexism.</i></p> <p><i>We fully understand that even if there are no reports of child on child abuse, it may be happening. As such all our staff and young people are supported to:</i></p> <ul style="list-style-type: none"> • <i>be alert to child on child abuse (including sexual harassment);</i> • <i>understand how the organisation views and responds to child on child</i> • <i>stay safe and be confident that reports of such abuse will be taken seriously.</i> <p><i>We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".</i></p> <p><i>We will recognise that "child on child abuse" can occur between and across different age ranges.</i></p> <p><i>We will follow both national and local guidance and policies to support any young people subject to child on child abuse.</i></p> <p><i>We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.</i></p> <p><i>We will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority.</i></p> <p><i>In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others-including-peer-on-peer-abuse-harmful-sexual-behaviour to enable provision of</i></p>
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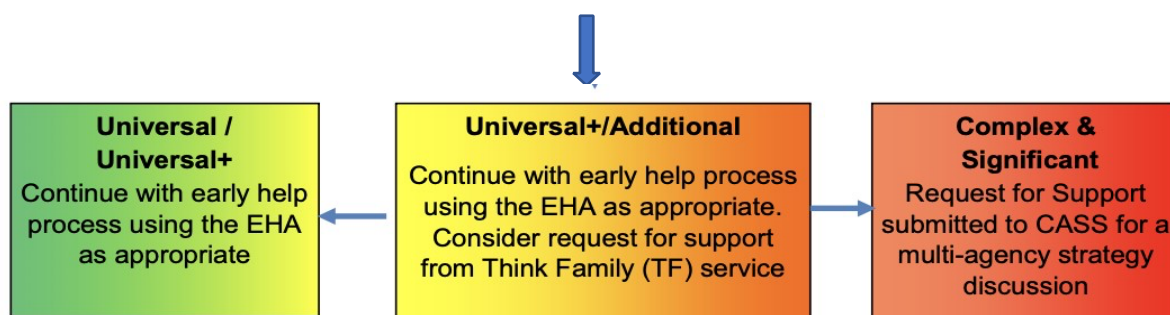
consent to the touching and (A) does not reasonably believe that (B) consents.	<p><i>effective support to any young people affected by this type of abuse.</i></p> <p>Staff are updated on the new definition of early help</p> <ul style="list-style-type: none"> • Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497) • This reflects the working together to safeguard children guidance <p>Statistic clarification</p> <ul style="list-style-type: none"> • The guidance says that children with disabilities are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)
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<p>Criminal exploitation</p> <p>Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.</p>	<p><i>This means that we will:</i></p> <p><i>Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any children working with our organisation we are concerned about.</i></p> <p><i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity.</i></p> <p><i>Staff to be aware of children/young people who:</i></p> <ul style="list-style-type: none"> • <i>Go missing from school or home and are subsequently found in areas away from their own</i> • <i>Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim</i> <p><i>Children and the court system</i></p> <ul style="list-style-type: none"> • <i>Separate age-appropriate guides for schools to support children have been published: 5 to 11 year-olds and 12 to 17 year-olds</i>
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Part 2: Key Procedures

Responding to a concern about a child





Involving parents/carers

In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching the school where possible to seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the organisation will contact the school before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding & Child Protection Policy through our website.

Multi-agency

We will work with our schools and their DSL to ensure our young people are protected.

We shall also co-operate with any child protection enquiries conducted by Birmingham Children's Trust: we will ensure representation at appropriate inter-agency meetings (if necessary) such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

We will provide reports as required for these meetings.

Our role in supporting children

Our staff will offer appropriate support to individual young people who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the community. Within our organisation, we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Responding to an allegation about a member of staff

See also Birmingham Safeguarding Children Partnership procedures on **allegations against staff and volunteers**.

This procedure must be used in any case in which it is alleged that a member of staff or volunteer has:

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

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff to abuse a young person. In our organisation, we also recognise that concerns may be apparent before an allegation is made.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and partners must be reported directly to the Director who will decide on any action required.

Where such an allegation has arose, the following procedure shall be followed:

- The staff member is to be removed from any school or setting to which they may come in contact with children immediately
- A meeting shall be held with the party bringing forth the allegation to gather further information about the case
- The DSL shall begin an investigation and must contact any outside parties where it is deemed to be necessary to establish the facts
- The DSL shall hold a meeting with the staff member in question to explain the allegation and provide the opportunity to provide a statement
- Following this, when taking into account all of the information provided, the DSL shall make a decision as to whether the staff ought to be working around young people or not
- The party making the allegation shall be informed of the decision
- The staff member shall be invited to a meeting to which they will be informed of the company's position regarding their employment

Children with additional needs

Our organisation recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example, those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

If a disclosure is made from a young person, the DSL should be notified immediately.

Appeals procedure

Our organisation looks to ensure that every effort is made to involve the necessary adults within the safeguarding process and that they are kept informed of the progress of any investigation.

Should there be a party who wishes to make a complaint about the process or the organisation's methodology. Please refer to our complaints policy, malpractice and maladministration policy.

Links to additional information about safeguarding issues and forms of abuse

Issue

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

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

Guidance Source

Abuse: West Midlands Safeguarding Children Procedures

<http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief>

<http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse>

Bullying: West Midlands Safeguarding Children Procedures

<http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect>

<http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#>

Children and the courts: Ministry of Justice (MoJ) advice

<https://assets.publishing.service.gov.uk/media/5afd85b9e5274a5fe76c4e69/ywp-5-11-eng.pdf>

<https://assets.publishing.service.gov.uk/media/5afd80e9ed915d0deb1dbfc9/ywp-12-17-eng.pdf>

Missing from Education, Home or Care: West Midlands Safeguarding Children Procedures

<http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education>

<http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme>

Family Members in Prison: National Information Centre on Children of Offenders

<https://www.nicco.org.uk/>

Drugs: Birmingham Police and Schools Panels

<http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html>

<http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances>

Domestic Violence: West Midlands Safeguarding Children Procedures and Operation Encompass

<http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse>
<https://www.operationencompass.org>

Child Exploitation: West Midlands Safeguarding Children Procedures, West Midlands Police, BCSP and Birmingham Children's Trust

[https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-exploitation-and-trafficking-including-gangs/Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-exploitation-and-trafficking-including-gangs/BirminghamCriminalExploitation&GangAffiliationPracticeGuidance(2018))
https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018

Health and Wellbeing: West Midlands Safeguarding Children Procedures

<http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour>

Online Safety: Birmingham Police and Schools Panels, West Midlands Safeguarding Children Procedures, Department for Education

Searching, screening and confiscation (policeandschools.org.uk)

Online safety: Children exposed to abuse through digital media | West Midlands Safeguarding Children Group
Teaching online safety in school

Private Fostering: Birmingham Children Trust

https://www.birminghamchildrenstrust.co.uk/info/11/fostering/23/let_us_know_if_you_re_looking_after_someone_else_s_child

Radicalisation: West Midlands Safeguarding Children Procedures

<http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism>

Violence: West Midlands Safeguarding Children Procedures, Birmingham City Council, Birmingham Police and Schools Panels

<http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-youngpeople-including-under-age-sexual-activity>

https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance

https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children

http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html

<http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence>

Honour-based violence | West Midlands Safeguarding Children Group

Appendix 1

Indicators of vulnerability/susceptibility to radicalisation

1. Radicalisation is defined in KCSIE 2024 as:
The process of a person legitimising support for, or use of, terrorist violence.
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 beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal act; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSIE 2024 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. 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 can recognise those vulnerabilities.

6. Indicators of vulnerability include:

- **Identity crisis** – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **Personal crisis** – the student/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 student/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 student/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** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

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

Appendix 2

Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for Bouncing Statistics is Joel Ambalu who is responsible for:

- Ensuring that staff of the organisation are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/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 Bouncing Statistics in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the organisation's intervention curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the organisation about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the organisation for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism, regularly liaising with the DSL;
- Collating relevant information for the DSL in relation to referrals of vulnerable students/pupils into the Channel process;
- Supporting the DSL should there be a need to attend Channel meetings as necessary and carry out any actions as agreed;
- Throughout this process reporting progress on actions, and sharing any relevant additional information in a timely manner.