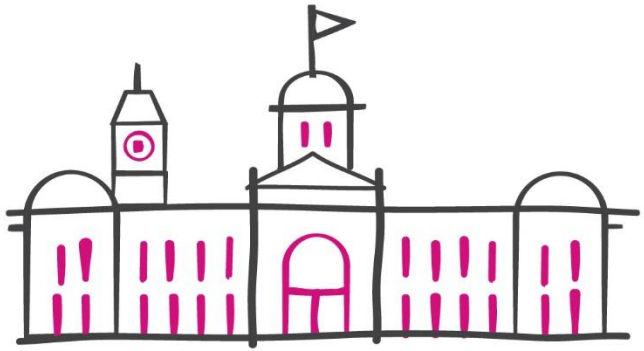
Birmingham City Council

Birmingham City Council Education Safeguarding Service

KEEPING CHILDREN SAFE IN EDUCATION

Annual Safeguarding Training
September 2025



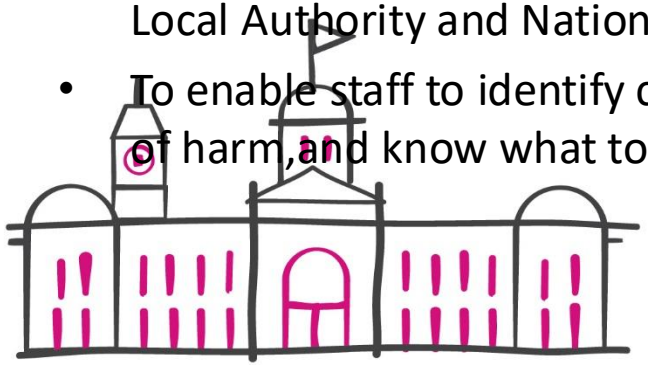
RESET RESHAPE RESTART

Birmingham City Council

KCSIE Refresher & Updates 2025

Update the changes to 'Keeping Children Safe in Education' government guidance effective from 1st September 2025.

- To fulfil annual safeguarding update for all school staff.
- To provide all staff with the knowledge to understand their safeguarding responsibilities.
- To provide all staff with the understanding of safeguarding processes at school, Local Authority and National Level.
- To enable staff to identify children and young people who may be at risk of harm, and know what to do about it.



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Changes to KCSiE September 2025

- The Department for Education (DfE) has released its 'for information' version of Keeping Children Safe in Education (KCSIE) for the 2025/26 academic year. A final version will be published and come into force on **1 September 2025**.
- The majority of the changes this year are technical in nature (e.g. updated links and document titles), but there are a few more significant changes:

Additional online safety risks included

- Misinformation
- Disinformation (including fake news)
- Conspiracy theories
- increased references to AI and digital safeguarding
  - The same Bill also tackles emerging risks from AI-generated child abuse imagery and online exploitation. If included in KCSIE, it is likely to appear in safeguarding risks, staff training content and the wider online safety curriculum.

Multi-agency working

- Stronger multi-agency requirements and local oversight
- The Children's Wellbeing and Schools Bill could bring in clearer expectations around:
  - schools' roles in multi-agency safeguarding arrangements
  - child protection teams and local decision-making
  - registers of children not in school
  - wider changes around data sharing, elective home education and early help — anyof which may need reflecting in school policies or procedures.

What changes to KSCIE might be coming? (3)

4. Potential shift in the DSL role
   - The 2024 Call for Evidence flagged concerns about the scale and complexity of the DSL role. While no concrete proposals have been shared, it is possible that:

   - the scope or structure of the role could change
   - greater emphasis might be placed on shared safeguarding leadership
   - workload, governance or training requirements may shift

Essential Reading

KCSI 2025 - Part 1

Children includes everyone under 18

- Reminder to all staff that “Children includes everyone under 18” (para 2) – it is important that older children are given the same level of consideration and assessment when considering their vulnerability and risk of suffering harm.
- Professionals must be mindful that older children are not ‘adultified’ and assumed to be capable of caring for themselves or responsible when they do not appear to be coping or presenting in the expected ways. All children under 18, although developing independence remain the responsibility of their parents/carers.

KCSIE 2025 Part 1
Definition of safeguarding

- “Providing help and support to meet the needs of children as soon as problems emerge…whether that is within or outside the home including online” (para 3).
- The definition was expanded in recognition of the potential risks external to a child’s home environment and reinforcing the message that support should be provided as soon as problems are identified, promoting a strong culture of early help.

KCSI 2025 - Part 1
Prompts for Early Help

- **“Missing from education, home or care….experienced multiple suspensions, risk of permanent exclusion from school, college, Alternative Provision or Pupil Referral Unit.”** (para 18).

- The increased emphasis on this area reflects growing concern nationally around the increases in the use of suspension and the emphasis in Behaviour in Schools to ensure settings view these issues through a safeguarding lens at all times.

KCSI 2025 - Part 1

Exploitation as a type of harm

- **Inclusion of exploitation as a type of harm of which indicators staff need to be aware of** (para 19)
- Exploitation is recognised as a standalone and serious risk of harm to children and young people and therefore staff are required to understand what it is and the indicators that may be presented in children and young people's behaviour, disclosures and relationships with peers, adults and the environment around them.
- This links with the importance of not treating older children to be more mature and capable than they are and recognising that some of their presenting behaviours may be a result of exploitation rather than not engaging or misusing their independence.

KCSI 2025 - Part 1

Indicators of abuse and neglect

- **Indicators of abuse and neglect includes mention of the impact on children seeing, hearing or experiencing the effects of domestic abuse - In response to Section 2 of The Domestic Abuse Act 2021** (para 24).
- It is important that staff recognise and understand that children are victims in their own right. Children within the same sibling groups may experience this abuse differently, impacting them in different ways and as such resulting in them having different needs.
- Professionals should not automatically consider older children to be more resilient because they are not presenting with concerning behaviour or that a younger child is resilient because they have been exposed to less domestic abuse incidences.

KCSI 2025 - Part 1
Terminology

- ***The term "deliberately missing education"*** **is worded** ***"unexplainable and/or persistent absences from education"*** (para 29).

- This language ensures that such concerns are considered with a safeguarding lens, and children are not blamed for missing education.

- This links further with the introduction of exploitation as one of the possible reasons for these absences and the need to consider any and all risk/influencing factors around a child that may be contributing to the absence

KCSI 2025 - Part 2
Oversight of APs

- **Emphasis on the need for schools to ensure they have oversight of APs – "Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs**" (para 171).

- There has been an increased focus on the use of alternative provisions during inspections and as such it is important that where schools use this pathways for children, they ensure that such provision is suitable both for their education but also a child's wellbeing. The child remains the responsibility of the school whilst they attend an AP.

KCSI 2025 - Part 2
Elective Home Education (EHE)

- **Reframed tone when describing Elective Home Education (EHE) – removal of *"overwhelmingly"* positive with introduction of the need to recognise that as well as being less visible some children are *"not in receipt of suitable education"*** (page 179).

- There has been an increase nationally in the number of children whom parents have decided to EHE. Whilst such provision of education is suitable for many children enabling them to thrive and learn, this change in language highlights the fact that professionals need to be aware and recognise that when a child is EHE they are less visible which can increase vulnerability and impact on the suitability of the education they receive.

- The National Safeguarding Practice Panel published a report, Safeguarding Children in Elective Home Education (2024) on the area of EHE and identified areas of learning from cases which featured this style of educational provision.

KCSI 2025 - Part 2
Gender Questioning

- **Three paragraphs (206-208) were added to the retitled section on children who are lesbian, gay, bisexual or gender questioning**. The term ‘bi’ is replaced with ‘bisexual’ and the term ‘trans’ has been removed from KCSIE which flags this section “remains under review, pending the outcome of the gender questioning children guidance consultation” which closed in December 2023. The results of the consultation and the DfE's response will be published on GOV.UK in 2025.

- When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child’s parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

KCSI 2025 - Part 2
Terminology

- ***"Provide a safe space"* described as *"create a culture"* where children are able to speak and share their concerns with staff.**
- This seeks to raise awareness of the importance that there should be a whole school culture which promotes safety and welcomes children to be comfortable to share and disclose any information which may be worrying them.
- It is important that when staff have any concerns about child-on-child abuse they should speak to their DSL.

KCSIE 2025

- The definition of child criminal exploitation (CCE) and child sexual exploitation states (CSE) *'may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'* (para 34).

Online Safety

The DSL should take lead responsibility for updates on Online Safety

Staff Safeguarding and Child Protection training should include an understanding of online safety

Reiteration that schools should follow the recently published DfE publication of filtering and monitoring standards and guidance

Governing bodies/proprietors strategic training should include an understanding of online safety and should review the standards with IT staff and service providers

Schools should consider meeting the Cyber security standards

The Safeguarding and Child Protection Policy should reflect the individual schools' approach to online safety on school devices and networks

Online Safety

All staff should be aware of the dangers young people face online

Risks include:

Criminal and sexual exploitation	Online child on child abuse	Exposure to inappropriate adult content	Online grooming	Radicalisation	Sexting, up-skirting and sharing of indecent images

Consensual and non-consensual sharing of indecent images as part of child-on-child abuse

- Your policy should include the school's approach to dealing with consensual and non-consensual sharing of nude and semi-nude images and/or videos, known as sexting or youth produced sexual imagery.

- DfE provides Searching Screening and Confiscation Advice for schools

- UKCIS Education Group has published *Sharing nudes and semi-nudes: advice for education settings working with children and young people* which outlines how to respond to an incident of nude and/or semi nude being shared.

Responsibility of schools to support parents with online safety

- Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online and should share information with parents/carers about:

  - What systems they have in place to filter and monitor online use
  - What they are asking children to do online, including any sites they will be asked to access
  - Who from the school or college their child is going to be interacting with online

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Attendance

- Improving attendance is crucial for pupils' attainment, wellbeing, and life chances. Regular attendance is linked to higher academic achievement and reduced risk of extra-familial harms.

- Schools should develop a culture promoting high attendance, have clear policies, accurately complete registers and build strong relationships with families to address barriers.

- Schools should regularly analyse attendance data to identify trends and areas for improvement.

The DfE published new guidance on improving school attendance which came into force from August 2024.

Equality Act

- Confirmation that provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need.

- A school could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

- There is also a duty to make reasonable adjustments for disabled children and young people.

Equality Act Protected Characteristics

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

Safer Recruitment

Schools should inform shortlisted candidates that online searches may be done as part of due diligence checks.

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

Applicants will undergo strict vetting procedures.

Necessary pre-employment checks must be carried out.

Staff members should receive appropriate training to undertake their duties.

Use of School Premises for Non-School Activities

- Clarity around safeguarding arrangements that schools should expect providers [hirers] to have in place, see Keeping children safe in out of school settings.
- Schools should follow the Birmingham No Platform policy.
- Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children, e.g., community groups, sports associations or service providers that run extra-curricular activities.
- As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

Safeguarding and Promoting the Welfare of all Children

- All staff have responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help.
- Any staff member who has any concerns about a child's welfare should follow the safeguarding procedures within their setting.
- Staff should expect to support social workers and other agencies following any referral.
- Every school and college should have a Designated Safeguarding Lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as the local authority children's social care.

Staff Safeguarding Responsibilities

All staff should be aware of the systems within their school which support safeguarding, including:

- *Entrust/Securus*
- Child Protection Policy
- Behaviour Policy
- Staff Behaviour Policy or Code of Conduct

Staff Safeguarding Responsibilities

- **Always** maintain an attitude of “it could happen here”
- **Always** act within the best interests of the child.
- **Always** act immediately on any concerns about a child’s welfare.

Allegations and Whisteblowing

If staff have a concern or an allegation about another member of staff, this should be reported to the headteacher, head of school or principal.

If there is a concern or allegation about the headteacher, head of school or principal, this should be reported to the chair of governors or chair of committee.

- # DESIGNATED SAFEGUARDING LEADS

  LEAD DSL – INDER PADDEM
- **DEPUTY DSL – SHAHISTA ZAMIR– HEAD TEACHER**
- **DEPUTY DSL – PRITI VARA**
- **DEPUTY DSL - NARGIS KHAN**
- **DEPUTY DSL – ANNA TURNER**
- **DEPUTY DSL – SHEELA KHAN**
- **SINGLE POINT OF CONTACT (SPOC) – INDER PADDEM**
- **DESIGNATED TEACHER FOR CHILDREN IN CARE - INDER PADDEM**
- **SAFEGUARDING GOVERNOR –**
- **MENTAL HEALTH LEAD TEACHER - INDER PADDEM**
- **OPERATION ENCOMPASS KEY ADULT – INDER PADDEM, ANNA TRUNER AND SHEELA KHAN**

SAFEGUARDING CONTEXT

- We are seeing an increase in numbers of children who are placed on our vulnerable children register for a range of reasons including;
- Parental mental health
- Poor parenting
- Neglect
- Domestic abuse
- Number of families living in poor or temporary accommodation

- # SCHOOL SAFEGUARDING DATA – 2024 - 2025

This year 5 children have been subject to Child Protection Plans

1 moved from Child Protection to Child in Need during the Summer Holiday

1 moved from Child Protection to no further intervention required from BCT

106 children who were being monitored by school

0 children who are Looked After (LAC)

Safeguarding Concerns

All staff should have an awareness of safeguarding issues that can put children at risk of harm, including:

- Child on child abuse
- Domestic abuse
- Serious Youth Violence
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Online Safety
- Mental Health
- FGM
- Neglect
- Prevent
- Physical, Sexual and Emotional abuse

- **All staff should know how to report and record concerns.**

Child on Child Abuse

- It is essential that all staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature.
- Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child Abuse

- Bullying, including cyber bullying, threatening online behaviour
- Prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships
- Physical abuse including hitting, shaking, biting or causing physical harm (ageand SEND)
- All forms of sexual violence including sexual harassment, makingsexual comments, remarks and jokes, forcing someone to engage in sexual acts
- Consensual and non-consensual sharing of nude images
- Upskirting
- Initiation and hazing type violence and rituals

Child Abuse - Physical

- May involve:
- Hitting, shaking, throwing, poisoning, burning orscalding, drowning, suffocating, inducing illness or otherwise causingphysical harm to a child.
- Violence is pervasive and the physical abuse of children frequently co-exists with domestic violence.
- May also be caused when a parent fabricates thesymptoms, or deliberately induces, illness in a child

Child Abuse - Physical

- **Physical Indicators**
- Scratches
- Bite marks or welts
- Bruises in places difficult to mark (behind ears, groin)
- Burns
- Untreated injuries

- **Behavioural Indicators**
- Self-mutilation tendencies
- Chronic runaway
- Aggressive or withdrawn
- Fear of returning home
- Undue fear of adults
- Fearful watchfulness

Child Abuse - Emotional

- **The persistent emotional maltreatment of a child such as tocause severe and adverse effects of the child's emotional development.**
- **May involve :**
- conveying to children that they are worthless or unloved, inadequate, or
- valued only insofar as they meet the needs of another person, age or
- developmentally unrealistic expectations, seeing or hearing theill treatment of another, over/under protection.

Child Abuse - Emotional

- **Physical Indicators**
- Sudden speech disorders
- Wetting and soiling
- Signs of mutilation
- Frequent vomiting
- **Behavioural Indicators**
- Rocking, thumb sucking
- Fear of change
- Chronic runaway
- Poor peer relationships
- Attention seeking behaviour

Child Abuse - Sexual

- Forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening
- May involve;
- Physical contact, including penetrative e.g. rape, buggery, or oral sexor non-penetrative acts.

- Non-contact activities involving children looking at or inthe production of sexual images or grooming a child including via theinternet.
- r

Child Abuse - Sexual

- **Behavioural Indicators**
- Chronic depression
- Absconding
- Inappropriate language, sexual knowledge for age group
- Making sexual advances to adults or other children
- Low self esteem
- Afraid of the dark
- Wariness of being approached by anyone
- Evidence of substance misuse
- Acquisition of money, mobile phones etc without plausible explanation
- Association with older people, particularly men, outside the usual range of contacts
- Phone calls/messages from adults outside the normal range of contacts

Child Abuse - Sexual

- **Physical Indicators**
- Soreness, bleeding in genital or anal areas
- Itching in genital areas
- Stained or bloody underwear
- Stomach pains or headaches
- Pain on urination
- Difficulty in walking or sitting
- Bruises on inner thighs or buttocks
- Anorexic / bulimia

Children who identify as LGBTQ+ or Gender Questioning

- The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

- ‘Schools and colleges should be respectful and tolerant places where bullying is never tolerated. Staff and children should treat each other with compassion and consideration, in accordance with the ethos of the school or college’**. (***Gender Questioning Children draft guidance 2023).*

Domestic Abuse

Nationally, the police receive a domestic abuse call on average every 30 seconds. 2 women a week are killed by a current or former partner. In Birmingham there were 56 Domestic Homicide Reviews from April 2011 to March 2024.

Important to recognise that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships (teenage relationship abuse)
- can encompass a wide range of behaviours and may be a single incident or a pattern of incidents

All of these can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

Birmingham Domestic Abuse Prevention Strategy 2024 - 2029

- As part of the new citywide Domestic Abuse and Prevention Strategy schools must:
- Respond swiftly to concerns in line with safeguarding procedures.
- Seek advice and guidance from CASS where needed.
- Identify a key adult to complete Operation Encompass training.
- Work in conjunction with Operation Encompass Education Lead.
- Follow up with discreet monitoring of child and family by DSLs and key staff.
- **Do not discuss directly.**

Birmingham Domestic Abuse Strategy BCSP

Operation Encompass

Serious Youth Violence

WEST MIDLANDS VIOLENCE REDUCTION UNIT

- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
  - increased absence from school
  - a change in friendships or relationships with older individuals or groups
  - a significant decline in performance
  - signs of self-harm or a significant change in well-being
  - signs of assault or unexplained injuries
  - unexplained gifts or new possessions
- All staff should be aware of the associated risks and understand the measures in place to manage these.

For further advice:
[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)]

Child Criminal and Sexual Exploitation

- Both **CCE** and **CSE** are forms of abuse that occur where an individual or group takes advantage of an… *imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or…* facilitator and/or through violence or the threat of violence.

- **CCE** and **CSE** can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Stages of Exploitation video

County Lines

- County Lines refers to a form of criminal exploitation where gangs and organised criminal networks transport illegal drugs across the country.

Exploitation

- Vulnerable children are at a higher risk of being exploited. They may be coerced into distributing drugs or moving money to avoid detection.

Child Criminal Exploitation and County Lines

- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, and professionals should be aware that girls are at risk of criminal exploitation too.
- It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

St Giles
Turning a past into a future

The Children's Society

No child should feel alone

Believe in children
Barnardo's

NSPCC
Cruelty to children must stop. FULL STOP.

Child Criminal Exploitation and County Lines – Know the signs!

Change in behaviour
Change in friendships
Change in appearance
Missing
New places
Online use
New possessions
Coping mechanisms – drugs or alcohol
Unexplained injuries

Neglect

- Neglect is the ongoing failure of a parent or carer to meet the basic physical, emotional, educational and medical needs of their children. This means that children who are experiencing neglect don't regularly get all of the essential things they need to keep them happy, healthy and safe and well.

- Neglect is the most common form of child abuse and the most common reason for a child to be subject to a Child Protection plan.

- Neglect can have a significant and long-lasting impact on children. It is better to respond to neglect at an early stage.

Neglect

- **Physical Indicators**
- Constant hunger
- Exposed to danger; lack of supervision
- Inadequate / inappropriate clothing
- Poor hygiene
- Untreated illnesses
- Persistent tiredness
- **Behavioural Indicators**
- Listlessness
- Lack of peer relationships
- Low self-esteem
- Compulsive stealing / begging
- Looking for food

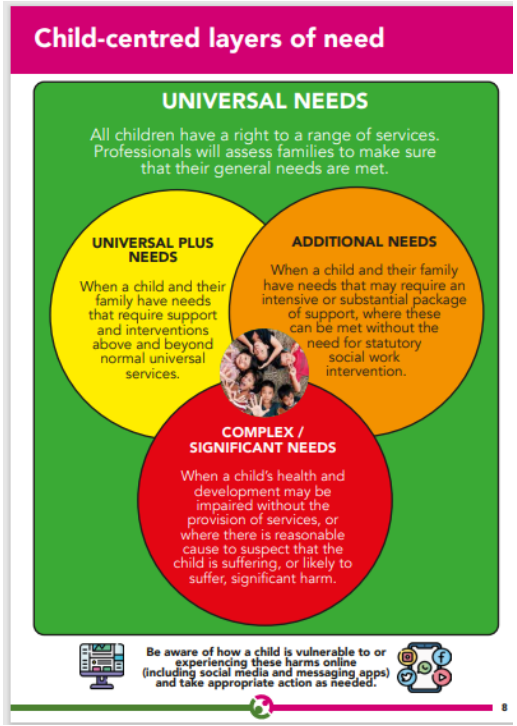
Neglect Strategy and Graded Profile

- What is Graded Care Profile 2 (GCP2)?
  - GCP2 is a licensed assessment tool from NSPCC
  - GCP2 can support professionals working with children and families to measure the quality of care provided to a child
  - The tool evaluates the quality of physical and emotional care provided to children by using a scale of 1 (best) to 5 (worst) in different areas of physical and emotional care such as nutrition, hygiene, safety, and supervision
  - This can be used by one or more agencies working with the family and will help focus and inform intervention plans

- Tackling Neglect in Birmingham: A Strategy for Children and Young People 2022-2026
- How to Spot Neglect (NSPCC video)

Right Help Right Time 2025

Requests for support are deemed by thresholds. These thresholds determine who is the most appropriate agency to respond to the needs of a family. Schools and other organisations can seek support for children and families through Locality Hubs in every district. These provide access to much needed services and funds for vulnerable families within our community.



Right Help Right Time
RHRT

In our school……

Our **DSL(s)** are ……

Our **Safeguarding Governor** is ……

[Right Help Right Time Guidance 2025]

[Locality Leads]

CONCERNED ABOUT A CHILD
Speak to Safeguarding Leads (DSL) if urgent.
Record on electronic recording system.
Use RHRT Thresholds to determine next actions.

Universal / Universal+
Continue with early help process using the EHA as appropriate

Universal+/Additional
Continue with early help process using the EHA as appropriate. Consider RHRT - Family Connect Form or Request for Support Form

Complex & Significant
Request for Support submitted to CASS for a multi-agency strategy discussion

At any point schools can seek advice and guidance from
Children's Advice Support Service 01213031888.
In the event of an emergency call police on 999.

Children's Advice and Support Service (CASS) Telephone: 0121 303 1888

- This is the central referral point for the Birmingham Multi-Agency Safeguarding Hub. Professionals that sit within the hub include Health, Birmingham Children's Trust and Police.
  - Early Help requests are accessed via an online form known as the Family Connect Form
  - Family Support and Children's Services support is accessed via a Request for Support Form
  - Support for Criminal Exploitation and Sexual Exploitation is accessed via a Screening Tool submitted the EMPOWERU Exploitation Hub
  - Support for FGM is accessed via a screening tool to CASS
  - Support for concerns around radicalisation are accessed via a screening tool to the PREVENT Team via CASS

Disclosures

Children may not feel ready, or know how to tell someone what they are experiencing:

- They may feel it's their fault
- They will get into trouble
- Nobody will believe them
- Nobody can stop it
- Things will get worse
- People they love will be hurt if they tell
- They told before and nobody listened
- They will be taken into care
- They believe that this is what happens in families
- They feel ashamed

Disclosures

- Always listen, be calm, remain neutral and accept what the child says.
- Reassure the child that they have done the right thing telling you, butdo not make promises, particularly around confidentiality.
- Allow them to go at their own pace, do not rush a child.

- **Remember the school's role is to recognise and refer abuse,not investigate.**

Disclosures

- You should record your conversation and concerns as soon as possible.
- Make notes as soon as possible and use the actual words of the child.
- It may not have been possible to take notes during the conversation but record as soon as possible after the conversation
- Ask to have a silent witness to record what is being said.
- You should always talk to a DSL.
- Record on MyConcern. Speak to a DSL. If there are visible marks, a body map must becompleted and handed to a DSL.
- Make sure your record includes dates, time, who was present, anything factual about thechild's appearance or presentation.

Disclosures

- Fact based recording
- Record circumstances of disclosure
- Record the catalyst of the disclosure
- Record accurately the words used by you
- Record accurately the words said by the child
- Document any visible injuries, however insignificant
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.’

Disclosures – DO NOT

- Do not investigate beyond establishing a concern
- Do not take photographs
- Do not undertake any kind of examination
- Do not remove any clothing
- Do not make a medical diagnosis or judgement
- Do not video record the conversation with the child
- Do not use emotive language
- Do not make assumptions – don't assume you have madeyour concern clear or that someone else will act – NEVER DO NOTHING

Female Genital Mutilation (FGM Mandatory Reporting)

- Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See page 34 for further information

Useful Resources

- Barnardos Exploitation
- Children's Safeguarding Partnership child-exploitation
- Defining Child Criminal Exploitation
- St Giles vulnerabilities-to-child-criminal-exploitation
- NSPCC
- Birmingham Early Help Locality Leads
- EMPOWERU Referral Process
- Domestic Abuse Act 2021 factsheet
- Birmingham neglect Strategy 2022-2026
- Forced marriage - GOV.UK (www.gov.uk)

Contact Us

- Educationsafeguarding@birmingham.gov.uk
- CASSEducation@birmingham.gov.uk
- OpEncompassBham@birmingham.gov.uk

@BhamCityCouncil

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birmingham.gov.uk