

Safeguarding & Child Protection Policy

September 2024



Version: 1

September 2024-2025

Ratified by the Governing Body:

Signed by the Governing Body: [Caroline Lane](#)

To be reviewed (annually): [Autumn 2025](#)

Date of Codicil Update:



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Safeguarding & Child Protection Policy for Schools, Education Settings & Education Services

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Safeguarding Policy

Name of setting: Longwill School for Deaf Children

For academic year: **2024-2025**

Named staff with designated responsibility for Safeguarding & Child Protection

(Serious concerns about a child or young person should be **immediately** reported to the **Designated Senior Lead/ Headteacher**)

ROLE	NAME	LOCATION
Designated Senior Lead	Alison Jackson	Deputy Head Teacher's Office
Deputy DSL	Alison Carter	Head Teacher's Office
Safeguarding Governor	Anne Northam	Longwill School
Headteacher	Alison Carter	Head Teacher's Office

Other members of Longwill's Safeguarding Team

(Low level concerns should be reported as soon as possible to the class teacher or one of the members of staff listed below):

ROLE	NAME	LOCATION
SENDco/DSL	Alison Jackson	Deputy Head Teacher's Office
Learning Mentors	Claire Collins Kirsty Aaron	Room: 8 Room:13
Deputy HeadTeacher	Alison Jackson	Deputy Head Teacher's Office
Head Teacher	Alison Carter	Head Teacher's Office

In writing this policy, Longwill staff are acutely aware of the vulnerability of our young Deaf pupils. Studies have shown that SEND pupils are three times more likely than able bodied children to be abused

PART ONE: SAFEGUARDING POLICY

1.0 INTRODUCTION

Safeguarding and promoting the welfare of children is defined as

- **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

Children includes everyone under the age of 18.

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.

KCSiE now states that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

Please refer to KCSiE Part One

Safeguarding information for all staff

- *What school and college staff should know and do - A child centred and coordinated approach to safeguarding*

Longwill School for Deaf Children is committed to safeguarding and promoting the welfare of all its pupils.

Longwill is a Rights Respecting school and we promote The United Nations Convention on the Rights of the Child (UNCRC). *This is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.*

We believe that:

- As all of our pupils have Special Education Needs & Disabilities (SEND) due to their Deafness and some with additional needs, Longwill staff are highly vigilant and committed to safeguarding them throughout all activities. **Article 23.**
- Our pupils have the right to be protected from harm, abuse and neglect; **Article 19,**
- Our pupils have the right to experience their optimum mental and physical health. **Article 24**
- Every child has the right to an education and pupils need to be safe and to feel safe in school; **Article 28, 24,27**
- Our pupils need support that matches their individual needs, including those who may have experienced abuse; **Article 27, 29,36**
- Our pupils have the right to express their views, feelings and wishes and voice their own values and beliefs; **Article 12,13,14, 30**
- Our pupils should be encouraged to respect each other's values and support each other; **Article 31**
- Our pupils have the right to be supported to meet their emotional and social and mental health needs as well as their educational needs – a happy, healthy, sociable child will achieve better educationally; **Article 15, 27** Longwill 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.
- Longwill contributes to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours. **Article 34,37**

All staff and visitors have an important role to play in safeguarding pupils and protecting them from abuse and considering when mental health may become a safeguarding issue. **Article 3**

Schools will fulfil their local and national responsibilities as laid out in the following documents:

- [Working Together to Safeguard Children \(DfE\)](#)
- [Keeping Children Safe in Education](#)
- [West Midlands Safeguarding Children Procedures](#)
- [The Education Act 2002 S175](#)
- [Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](#)
- [Mental Health & Behaviour in Schools](#)
- [Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](#)
- [Right Help, Right Time - Birmingham Safeguarding Children Partnership \(lscpbirmingham.org.uk\)](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation](#)
- [Protecting children from radicalisation: the prevent duty 2021](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Birmingham RSE Primary Offer](#)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)
- [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 \(www.gov.uk\)](#)
- [Human Rights Act 1998](#)
- [Government publication equality act 2010 advice for schools](#)
- [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)
- [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

At Longwill the following people take the lead in these areas:

Our Data Protection officer is with :
Warwickshire Services

Our Rights Respecting lead is: *Miss Charlotte Firstbrook*

Our Schools Pledge Coordinator is: *Mrs Alison Jackson*

Our lead for Mental Health is: *Mrs Alison Carter (Headteacher)*

Our Safeguarding Governor: *Mrs Anne Northam*

Our E-Safety lead: *Mrs Alison Jackson*

Our Operation Encompass Key Adults are:

Mrs Alison Carter
Mrs Alison Jackson

In order to ensure that we are compliant with national guidance Longwill carry out the following procedures:

- Following our annual safeguarding delivery, staff sign the policy to say they have read and understood the contents.
- Regular safeguarding CPD sessions take place for all staff and a training register is kept
- This policy will be reviewed regularly and for this reason our Governing Body can authorise our Chair of the Governing Body and the Safeguarding Lead Governor to accept updates in detail between reviews, and DSL informs staff of these changes
- This policy is to be read in conjunction with links made with other relevant guidelines and procedures such as the BCC Whistle Blowing Policy, Anti-Bullying Policy, Staff Code of Conduct & guidance on Safer Recruitment etc.

- **Safeguarding disabled children - GOV.UK (www.gov.uk)**
- **[Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](#)**
- **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**
- **[Public sector equality duty guidance schools](#)**
- **Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)**

2.0 OVERALL AIMS

This policy contributes to the protection and safeguarding of our pupils and promote their welfare by:

- Adopting a Whole school approach to safeguarding
- 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 school.
- Clarifying standards of behaviour for staff and pupils
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging pupils 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 pupils face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks pupils' face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation.
- Recognising risk and supporting online safety for pupils, including in the home.

This means that in our school we will:

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

Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

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

- Our safeguarding lead keeps a record of all vulnerable pupils
- Longwill follows a strict safeguarding policy whereby contractors, visitors and volunteers to school etc. are aware of our safeguarding practice on entry to school. (See our Visitor and Volunteers booklet Appendix 8)
- Longwill is a multilingual and multicultural provision and in the interest of keeping all pupils safe, the DSLs have regular supervision meetings to reduce the risk for SEND pupils.
- The curriculum supports pupils in developing their awareness of how to be safe in a variety of contexts (RPSHE, pupil voice, UN Convention on the Rights of the Child (CRC), Anti-bullying week, online safety day etc).
- Longwill staff deliver a comprehensive continual professional development (CPD) programme around safety.

3.0 GUIDING PRINCIPLES

These are the eight guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in [Right Help Right Time](#)):

- 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

At Longwill all staff and Governors will be aware of the guidance issued by Birmingham Safeguarding Children Partnership [Right Help Right Time](#), and procedures for [Early Help](#)...

All staff will be enabled to listen and understand the lived experience of pupils by facilitating solution focused conversations appropriate to the child's preferred communication style. This includes non-verbal children for whom appropriate strategies should be identified.

It also means that where early help is appropriate, the Designated Safeguarding Lead/Deputy 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 (EHA), in some cases acting as the lead practitioner.

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 in order to escalate the child's case.

- Training on Right Help Right Time for Early Help procedures is carried out for both parents and staff
- Right Help Right Time is included in the staff Induction process.
- In order to support pupils as early as possible additional support is given through:
 - Building strong links with parents
 - Deaf Child at Home Project
 - Learning mentors
 - Use of outside agencies
 - Voice of the child is essential

4.0 EXPECTATIONS

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
- Record concerns and give the record to the DSL, or deputy DSL
- Deal with disclosures of abuse from children in line with the guidance in Appendix 2 - informing the DSL immediately, and provide a written account as soon as possible.
- Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans

At Longwill:

All our staff will receive annual safeguarding training and update briefings as appropriate.

Key staff undertake more specialist safeguarding training as agreed by the Governing Body.

In recognition of the impact of COVID-19, additional disclosure training will be undertaken by staff.

- **Annual training delivered 03.09.24**
- A comprehensive CPD programme is delivered throughout the year. Examples can be found in Appendix 8.

*Our Governors are subjected to an enhanced DBS check and **ongoing** 'section 128' check.*

We follow Safer Recruitment processes and checks for all staff including online checks.

Staff are Safer Recruitment trained:

- Headteacher and Chair of Governors last trained: 13.02.19. DSL refresher her training in March 2023
- Both DSLs last trained: **22.11.22** (refresh booked for 8/11/24)
- **The DSLs monitors the Single Central Record half-termly**
- We have produced a brief "welcome sheet" for visitors to the school, including a summary of the Child Protection Policy, the name of the lead DSL and deputies etc. (See Appendix 8)

5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

- The DSL will be a member of the Senior Leadership 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.
- DSLs should help promote educational outcomes by working closely with their teachers about children's welfare, safeguarding and child protection concerns.
- Governing bodies should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.
- Safeguarding and child protection information will be dealt with in a confidential manner.
- The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.
- If a pupil moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.

At Longwill School the DSLs consist of:

Lead DSL: Mrs Alison Jackson

Deputy DSL: Mrs Alison Carter

Any steps taken to support a pupil who has a safeguarding vulnerability must be reported to the lead 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.

- DSLs attend termly network briefings
- DSL delivers safeguarding training to all staff to enable them to support the needs of pupils.
- Have regular safeguarding supervision meetings
- Attend safeguarding briefings
- Meet termly with the nominated safeguarding lead/HT and School Council members
- Provide support and advice to other staff on child welfare and child protection matters
- Takes part in strategy discussions and inter-agency meetings – and supports other staff to do so
- Contributes to the safeguarding assessment of children.
- Refer cases of suspected abuse to the local authority Children's Social Care as required 0121 303 1888
- Liaise closely with the Headteacher on all safeguarding concerns

Longwill School used the electronic recording system: Behaviour Watch.

Records are electronically stored and we will also hold individual paper files of safeguarding concerns in a secure filing cabinet.

We will not disclose to a parent any information held on a pupil if this would put the child at risk of significant harm

We will record where and to whom the records have been passed and the date.

This will allow the new setting to continue supporting victims of abuse and have that support in place for when the pupil arrives.

Longwill School is compliant with GDPR guidelines and have privacy notices for governors, parents, pupils and staff on the school website.

The DSL ensures secondary transfer documents are transferred securely and signature of receipt is received from the receiving school.

6.0 Contextual Safeguarding

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

In our school our DSLs will consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system. This will be evidenced in:

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

7.0 Mental Health

KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health support

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

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

Government publication preventing and tackling bullying

Department for Education (DfE) (2018) Mental health and behaviour in schools

Government publication mental health and behaviour in schools 2

Schools and colleges may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.

In our school this means that:

- *All staff will be alert to signs of that 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;*
- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of pupils through:*
- ***Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;*
- *Our mental health leads are:*
- *HT- Mrs Alison Carter, DHT - Mrs Alison Jackson and assistant learning mentors C.Collins has also acquired mental health training.*
- ***Identification:** recognising emerging issues as early and accurately as possible; All concerns are logged on the school's electronic system, Behaviour Watch.*
- ***Early support:** helping pupils to access evidence based early support and interventions; and*
- ***Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment*

8.0 The Designated Teacher for Looked After and Previously Looked After Children

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

Promoting the educational outcomes of children with a social worker

Virtual school head role extension to children with a social worker - GOV.UK (www.gov.uk)

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

Virtual school heads should identify and engage with key professionals such as designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist. to help them to understand the role they have in improving outcomes for children.

*In our school the Designated Teacher is:
Mrs Alison Jackson*

Our Designated Teacher will:

- *Work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the virtual school head to promote the educational achievement of previously looked after children.*

Our Designated Teacher will:

Attend termly meetings to discuss the Personal Education Plans (PEP) for all Looked After pupils.

Liaise closely with Virtual Schools and any other external agencies supporting our LAC pupils.

Ensures the pupil premium funding for LAC pupils is used effectively

Liaise closely with Children and Social Care team

Attend LAC review meetings for individual LAC pupils twice a year.

Write termly reports and present to governors

Our school will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education

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

The Virtual School Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker

9.0 THE GOVERNING BODY

Governing bodies have strategic responsibility for the schools safeguarding arrangements and therefore should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body).
- The Head Teacher: Mrs Alison Carter and all other staff who work with pupils undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay
- All governors will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the schools safeguarding policy and procedures are effective and deliver a robust whole school approach to safeguarding.
- The Governing body have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures.
- The Nominated Governor is responsible for liaising with the *Head Teacher* and DSL over all matters regarding safeguarding and child protection issues. The governor role is strategic rather than operational – they will not be involved in concerns about individual pupils.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

At Longwill School this means that:

All governors must have read part 2 of "KCSIE"

- This is read and signed by all governors
- Additional CPD sessions to continue to raise awareness is delivered by the DSL.

Our nominated Governor for Safeguarding and Child Protection is:

Mrs Anne Northam

*Our Governor receives safeguarding training relevant to the governance role and this will be updated **every 2 years.***

All our Governors will receive appropriate safeguarding and child protection (including online) training at induction.

The governing body will review all policies/procedures that relate to safeguarding and child protection annually.

*A member of our Governing Body: [Caroline Lane](#) (Chair of Governors) is nominated to be responsible for liaising with Birmingham Children's Trust – **Local Authority Designated Officer (LADO)** in the event of allegations of abuse being made against the Head Teacher.*

The Nominated Governor liaises with the Head Teacher and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

- The safeguarding governor meets termly with the HT and DSL
- Has regular contact with pupils and keenly aware of their needs,
- Meets with School Council members to ascertain pupil voice,
- Has strategic oversight of the Single Central Record
- Updates other governors
- Our volunteers & visitors information booklet explicitly addresses safeguarding issues. (Appendix 8)

10.0 SAFER RECRUITMENT & SELECTION

The school should follow part 3 of 'Keeping Children Safe in Education (KCSiE) and pay full regard to 'Safer Recruitment' practice but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- online searches for short listed candidates
- 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
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

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

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

At Longwill this means that:

The following staff have undertaken Safer Recruitment training:

- 1: Mrs Alison Carter (Head Teacher)
- 2: Mrs Alison Jackson (Deputy HT)
3. Ms Jacqui Smith (SBM)

And the following members of the Governing Body have also been trained:

- 1: Caroline Lane

One of these are always involved in all staff recruitment processes and sit on the recruitment panel.

- All governing body members have been checked against section 128.
- All Longwill staff will continue to complete the childcare disqualification form as all staff members have contact with pupils in all phases EYFS, KS1 and KS2.
- All our recruitment advertisements make reference to safeguarding and the promoting of pupil wellbeing.

10.1 Induction

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

10.2 Staff Support

- Regular safeguarding supervision will be offered to the Lead DSL within school
- 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 school.
- DSLs will be supported to access training as appropriate including training in behaviour and mental health.
- All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.

Our staff induction process covers:

- *The Safeguarding & Child Protection policy;*
- *The Behaviour Policy;*
- *The Staff Behaviour Policy: Longwill Code of Conduct;*
- *Whistleblowing Policy*
- *The safeguarding response to children who go missing from education*
- *The role and identity of the DSL and any deputies.*

Staff are directed to the suite of policies on the website or in our school network area *and a copy of Part one of the KSCiE- document is provided to staff at induction.* This is read and signed by all staff.

- Visitors and volunteers are provided with a safeguarding leaflet which points them to the DSLs in school and
- Tells them who to notify if there is a concern (App 7)

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

- Staff are also supported by our colleagues at Deaf CAMHS if they so choose.
- All staff members are encouraged to choose 'a buddy', someone they can talk to or gain support and advise from.
- Our wellbeing and mental health lead is: Alison Carter. Staff mental health and wellbeing is a priority for the school.
- Our DSL Alison Jackson is also trained
- DSL/DDSL supervision meetings are held regularly

11.0 THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain pupils.

This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'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.

Government advice for 'Use of Reasonable Force in Schools' is available [here](#)..

Longwill School engages in positive praise *and proactive behaviour support*, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

- Our staff are Team Teach Trained
- Staff will always engage in de-escalatory strategies before using any form of physical restraint.

*We write individual **Personal Support Plans** for our more vulnerable pupils and agree them with parents and carers.*

*We **do not** have a 'no contact' policy as this could leave our staff unable to fully support and protect pupils.*

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.

- All pupils with medical, additional SEND needs have an individual risk assessment
- Longwill School follows a **Positive Handling** policy.
- Staff are Team Teach trained to enable them to deal effectively and sensitively with challenging behaviour.
- Staff follow robust monitoring and recording of any incident. This is logged on our Behaviour Watch programme for behaviour and safeguarding concerns. Parents are informed. A formal letter is sent home. Team Teach update training was last delivered 21.01.22. (This is a now-annual training. Next training Jan 2025).

12.0 The school's role in the prevention of abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils:

- are treated with respect and dignity,

At Longwill school staff:

Will be made aware of our school's unauthorised absence and children missing from education procedures.

Provide opportunities for pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.

- taught to treat each other with respect,
- feel safe,
- have a voice and are listened to.

Safeguarding issues, including online safety, child-on-child abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.

All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Positive Behaviour, will be inter-linked to ensure a whole school approach.

- Safeguarding pupils is always at the forefront of our minds
- Our rich and experiential curriculum enables our young Deaf pupils to grow in confidence and develop positive self-esteem.
- Our rich and highly valued RPSHE, Circle-Time, Collective Worship and Assemblies etc. enable our pupils to be respected and to respect and value others.
- Our pupils are given opportunities to develop positive relationships and increasing their understanding of their rights and how to keep themselves safe. And importantly, who to tell when they do not feel safe.
- Longwill School records all behaviour and safeguarding concerns on the electronic programme: Behaviour Watch.
- Longwill is a Rights Respecting school and parents have access to this information on the school website

We recognise the particular vulnerability of children who have a social worker

13.0 WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE

Where unmet needs have been identified for a child utilising the **Right Help Right Time** (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The child's voice must remain paramount within a solution focused practice framework.

The primary assessment document is **the Early Help Assessment (EHA)**.

If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, **seeking advice from Children's Advice and Support Service (CASS) as required.**

The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and on-going school-focused support.

At Longwill School:

We implement **Right Help Right Time**

All Staff will notice and listen to children and share their concerns with the DSL in writing

Safeguarding leads will assess, plan, do and review plans.

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.

The Headteacher and the DSL meet regularly to discuss any concerns so that the right service can be put in place.

DSLs will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.

- We are tenacious in ensuring that the Early Help needs of our pupils are met.
- Strong multi-agency working (Children and Social Care, Deaf CAMHS, Nursing team etc.).
- All safeguarding and Early Help documentation are kept in a secure cupboard in the Head Teacher's office
- The DSLs work closely with parents and other agencies including Social Care to meet need.
- Staff work closely with parents and school

14.0 Safeguarding pupils who are susceptible to radicalisation

From 1st July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable/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.

Definitions of radicalisation and extremism, and indicators of susceptibility to radicalisation are in Appendix 4

At Longwill School this means:

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.

Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable and/or susceptible or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

- Pupils, staff, parents and governors are aware of UN Convention of the Rights of the Child and are taught the Rights Respecting Articles
- The Rights Respecting Articles are on the school website- signed in BSL to enable all parents access.
- Our rich and highly valued RPSHE, Circle-Time, Fundamental Values, online safety, Collective Worship and Assemblies enable pupils to be more aware of being radicalised or engaging in extreme behaviours
- Longwill follows the 'No Platform' policy

Longwill endorses the fact that: *Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.*

RRSA: Article12: Every child has the right to share their views.

14.1 Risk Reduction

The school governors, Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community, and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to our school **An example of this can be found [here](#):**

We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights or Environmental movements) is part of our school's safeguarding duty.

The SPOC for our school is: Mrs Alison Jackson

All staff within our school will be alert to changes in a pupil's behaviour or attitude which could

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff.

The School has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

14.2 Channel

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

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

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on **The Prevent Duty**.

indicate that they are in need of help or protection.

We will use specialist online monitoring software, which in this school is called Entrust supported by Link2ICT.

Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

At Longwill we mitigate risks through providing:

- a rich and personalised curriculum
- identifying risks and putting risk reduction plans/assessments in place
- Having a 'No Platform' policy for outside speakers
- All pupils with a rich and varied RE and RPSHE curriculum.
- Workshops for parents to keep their children safe online.
- Opportunities for pupils to talk about and share their views and understanding about being safe online and in the environment.
- Opportunities to further their understanding of the Convention on the Rights of the Child.
- Provide pupils with strategies for when they are faced with risky situations- RPSHE/role-play/Theatre companies in school.
- Longwill is a Rights Respecting school, holding the Gold Award.

15.0 Pupils who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary action.

The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

At Longwill we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

- Staff have very positive relationships with parents and communicate with them daily.
- Staff work closely with parents and school to ensure communication lines are kept open and language barriers are narrowed.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- *Forced marriage*
- *FGM*

As of February 2023, it is now illegal for anyone under the age of 18 to marry or enter into a civil partnership, even where violence, threats or another form of coercion are not used.

- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*
- Training delivered to all staff on 03.09.24

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.

The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

16.0 Children who are “absent from education”

A child going missing, and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and children missing from education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any pupil who has been absent without the school’s permission for a continuous period of 5 days or more after making reasonable enquiries.

The school (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments

At Longwill School we:

Hold two or more emergency contact numbers for each pupil.

All our attendance work will liaise closely with the DSL/DDSL.

- The HT and DSL hold regular meetings with regard to attendance during safeguarding supervision meetings
- Individual monitoring of persistent absentees are carried out by the attendance lead (HT)
- Our admin team carry out phone calls on first day absences for all absences.

We have adapted our attendance monitoring on an individual basis to ensure the safety of each pupil at our school

- On the first day of absence phone calls are made to enquire of their whereabouts and ensure pupil safety
- Parents are required to show proof of hospital appointments etc.

Longwill demonstrates reasonable enquiries to ascertain the whereabouts of pupils that would be considered ‘missing’.

- DSL will work closely with the CME Team, School Admissions Service, Education Legal Intervention Team and the Elective Home Education Team and Birmingham Children’s Trust.

17.0 CHILD ON CHILD ABUSE

The KCSiE guidance requires that additional information about child-on-child abuse should be included in schools' and colleges' child protection policies, including the statement which makes clear there should be a zero-tolerance approach to abuse,"

It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, sexting, initiation/hazing, upskirting, sexual violence and harassment.

Part 5 of KCSiE includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.

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

The school's values, ethos and behaviour policies provide the platform for staff and students 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.

Schools should recognise the impact of sexual violence and the fact pupils 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:

- **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)

At Longwill school:

All staff will receive ongoing training on child on child abuse

All staff will receive training on child on child abuse.

We will adopt the 'whole school approach' to tackling sexism.

We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such all our staff and pupils are supported to:

- *be alert to child on child abuse (including sexual harassment);*
- *understand how the school views and responds to child on child abuse*
- *stay safe and be confident that reports of such abuse will be taken seriously.*

We will ensure that children have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on child on child abuse is there to protect them rather than criminalise them

We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".

- *Friendship week takes place annually to promote positive relationships and Anti-bullying*
- *Regular circle time and RPSHE sessions promote respect for all.*
- *Online safety lessons take place regularly in accordance with other initiatives e.g. Internet Safety day.*

We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any pupils subject to child on child abuse.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

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 consent to the touching and (A) does not reasonably believe that (B) consents.

- CSE training delivered throughout the year by DSL

We will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure our DSL is familiar with the process.

We will utilise the [Children who pose a Risk to Children School Safety Plan](#) produced by the local authority.

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance [Safeguarding-guidance/children who abuse others including child on child abuse harmful sexual behaviour](#) to enable provision of effective support to any pupil affected by this type of abuse.

18.0 Criminal exploitation

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. This means that in our school we will:

Notice and listen to pupils showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals to CASS for any children in our school we are concerned about.

At Longwill School we understand the vulnerabilities of our young Deaf pupils and as a result carry out regular RPSHE activities linked with

- *Understanding their rights*
- *Being confident to say NO to bullies*
- *Sharing their views and thoughts with others*
- *Knowing the importance of developing positive relationship including those online*

Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk) [Home Office County Lines Guidance](#)

Longwill will be aware of and work with the Police and local organisations to disrupt as much criminal exploitation activity within our school, as possible.

19.0 Domestic Abuse

KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.

This means that in our school we will:

Sign up to Operation Encompass to receive notices of domestic abuse and swiftly act to support the child

- *Operation Encompass Leads are Alison Carter and Alison Jackson*

Longwill has adopted the Birmingham Approach to Relationships and Health Education

Responding to concerns about a child

At Longwill School for Deaf Children

Our DSL(s) are : **Alison Carter** and **Alison Jackson**

Our safeguarding governor is: **Anne Northam**

CONCERN ABOUT A CHILD:

ALWAYS speak to Designated Safeguarding Lead (DSL)

Record on our electronic recording system

Behaviour Watch

DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).

At any point consider seeking advice:

[Early Help Locality Teams](#)

Children's Advice Support Service (CASS)

0121 303 1888

In case of emergency phone police on 999

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

20.0 INVOLVING PARENTS/CARERS

20.1 In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will 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 school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

20.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through: *School handbook*, website www.longwill.bham.sch.uk, *Head Teacher's newsletter etc.*

21.0 MULTI-AGENCY WORK

21.1 We work in partnership with other agencies in line with **Right Help Right Time** to promote the best interests of our pupils and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888 or Early Help Locality Teams to complete a **Family Connect Form**. Where the pupil already has a safeguarding Social Worker or Family Support Worker, concerns around escalation of risks must be reported immediately to the social/family support worker, or in their absence, to their team manager

21.2 When invited the DSL will participate in a MASH strategy meeting, usually by Microsoft Teams, adding school-held data and intelligence to the discussion so that the best interests of the child are met.

21.3 We will co-operate with any Child Protection enquiries conducted by Birmingham Children's Trust: the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

21.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with The Birmingham Children's Trust at least 24 hours prior to the meeting and will plan for DSL cover during school holiday periods.

21.5 Where a pupil is subject to an inter-agency Child Protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation, and review of the plan as appropriate.

22.0 OUR ROLE IN SUPPORTING CHILDREN

22.1 Our school staff will offer appropriate support to individual pupils who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation. **Our school's contribution to the Local**

Domestic Abuse Prevention Strategy 2024+ will be through the adoption and implementation of Operation Encompass.

22.2 An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

22.3 Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs pupils who abuse others will be considered separately from the needs of their victims

22.4 We will ensure the school works in partnership with parents/ carers and other agencies as appropriate.

23.0 Responding to an allegations/concerns raised about a member of staff, including supply teachers, other staff, volunteers and contractors

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

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

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children
- Behaved, in a way that indicates they may not be suitable to work with children.

23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils. In our school we also recognise that concerns may be apparent before an allegation is made.

23.3 The school's low-level concerns policy provides a clear procedure for sharing confidentially such concerns.

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

23.4.1 Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly the Head Teacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required. (Where a Head Teacher is also the sole proprietor of an independent school it is mandatory to report to the LADO).

23.4.2 If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer in Birmingham Children's Trust and they will decide on any action required.

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

24.0 CHILDREN WITH ADDITIONAL NEEDS

24.1 Longwill School recognises that all pupils have a right to be safe. Some pupils 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. Staff at Longwill School are highly vigilant to the vulnerability of our Deaf pupils.

24.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, **we will conduct a holistic** multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

25.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

25.1 Private Fostering

25.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority or Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

25.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.

25.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Pupils staying with families while attending a school away from their home area.

25.4 There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

25.5 The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour.

Procedures set out in the statutory guidance must be followed to ensure hosting arrangements are as safe as possible.

25.6 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad, there will be an agreement and shared understanding of the safeguarding arrangements. The Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard pupils and include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable.

26.0 Children and the Court System

26.1 What is the purpose of the children's court:

The role of the Children's Court is to ensure that the best interests of children are paramount to any proceedings. The court only deals with children and young people. If an adult - a parent, for example - is charged with a crime against a child, they go to a different court.

26.2 Children with Family Members in Prison

Around 200,000 children in England and Wales are affected by the imprisonment of a parent or family member each year. Grandparents and other members of the extended family often step in to look after the children when a parent, especially where a mother, is in prison. The sudden and unexpected imprisonment of a parent often causes great difficulties for the whole family. Children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

27.0 Links to additional information about safeguarding issues and forms of abuse

27.1 Staff who work directly with pupils, and their leadership team should read refer to this information

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

Issue	Guidance	Source
Abuse	<p><u>Safeguarding guidance - abuse linked to faith or belief</u></p> <p><u>Safeguarding Guidance Domestic Violence and Abuse</u></p> <p><u>Safeguarding guidance - neglect</u></p> <p><u>Children who abuse others West Midlands Safeguarding Children Link 74Group</u></p>	West Midlands Safeguarding Children Procedures
Child on child abuse	<p><u>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</u></p>	West Midlands Safeguarding Children Procedures

Children and the Courts	<u>Young witness booklet age 5-11</u> <u>Young witness booklet age 12-17</u>	Ministry of Justice (MoJ) advice
Missing from Education, Home or Care	<u>Children missing from care home and education</u> <u>Regional safeguarding guidance children missing education</u> <u>Working together to improve school attendance (publishing.service.gov.uk)</u>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<u>Family members in prison</u>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<u>PSYCHOACTIVE SUBSTANCES policeandschools.org.uk</u> <u>ALCOHOL policeandschools.org.uk</u> <u>West Midlands Procedures Children with Substance Misusing Parents</u>	Birmingham Police and Schools Panels
Domestic Abuse	<u>West Midlands Procedures Domestic Violence and Abuse</u> <u>Operation Encompass</u>	West Midlands Safeguarding Children Procedures
Child Exploitation	<u>West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</u> <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance 2018</u>	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	<u>Government Homelessness publication</u>	HCLG
Health & Wellbeing	<u>Self-harm and suicide procedures</u>	West Midlands Safeguarding Children Procedures
Online	<u>Searching, screening and confiscation (policeandschools.org.uk)</u> <u>Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group</u> <u>Teaching online safety in school</u>	Birmingham Police and Schools Panels West Midlands Safeguarding Children Procedures DfE
Private Fostering	<u>Information about private fostering and how to report</u>	BCC

Radicalisation	<u>Safeguarding children and young people against radicalisation and violence</u>	West Midlands Safeguarding Children Procedures
Violence	<u>Safeguarding guidance on sexually active children and young people</u> <u>HSB School guidance</u> <u>Children who pose a risk to children</u> <u>SECONDARY MENU policeandschools.org.uk</u> <u>Children affected by gang activity and youth violence</u> <u>Violence against women and girls</u> <u>Honour-based violence West Midlands Safeguarding Children Group</u>	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

Part 3: Quality Assurance, Learning from Cases and Continuous Improvement

Quality assurance

Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping pupils feel safe.

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

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

At Longwill school:

We will complete the s175 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

We will contribute quality data to inform multi-agency audits and practice reviews.

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

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

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

*At Longwill the DSLs and the safeguarding governor have regular meetings and termly safeguarding report shared with governors.
See Appendix 7 for our S175 Action Plan*

Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews

We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.

We will collaborate with Birmingham Safeguarding Children Partnership to share information.

At Longwill school:

Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.

Where a case is relevant to our school, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.

APPENDICES

Appendix 1

Definitions and indicators of abuse

1. Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

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

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

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

2. Physical abuse

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks

- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by rape and/or penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

4. Sexual exploitation

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

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children’s Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the pupil opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the pupil’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the pupil participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing pupil frequently to feel frightened or in danger, or the exploitation or corruption of pupils. Some level of emotional abuse is involved in all types of maltreatment.

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse

- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

6. Responses from parents/carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. Children with Disabilities.

It is recognised that children and young adults with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs.

Why are disabled children at greater risk of abuse?

There are several factors that contribute to disabled children and young people being a greater risk of abuse.

Empowering our Learners

- Social attitudes and assumptions about disability can have an impact on children’s self-confidence.
- Getting to know a child or young person with SEND and finding the best way to communicate with them is a positive way of building a child’s self-esteem. This can show the child that there is someone they can trust and communicate with and help

them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

Help empower Learners with SEND by:

- providing them with communication support and opportunities to express themselves
- helping them to build a supportive relationship with a trusted person
- consulting them on their views and wishes about their life and care in order to meet their needs
- providing accessible education on topics such as keeping safe, sex and relationships and online
- safety (NSPCC programmes “stay safe, speak out” and the O2 online safety programme)
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music
- giving them access to advocacy services (Malachi, Advocacy Matters)

Communication barriers

- Adults may not have the knowledge and skills to communicate non-verbally with a child, which can make it harder for children to share their thoughts and feelings.
- Communicating solely with parents or carers may pose a risk if the child is being abused by their parent or carer.
- It can be difficult to teach messages about what abuse is or how to keep safe to children with communication needs.
- Without this knowledge children may not recognise that they are being abused or won't know how to describe what's happening to them.
- Some learners can even have no capacity to communicate at the level required to express themselves around any safeguarding issues or concerns. Staff will need to be very vigilant and observe any changes that could be a sign of abuse or neglect

Changes could be:

- The way the learner feels (sad, redrawn, agitated, scared, etc)
- The way they present (injuries, clothes, hygiene, etc)
- Their behaviour (not as usual, aggressive, new inappropriate touch, etc)
- Eating habits (Not eating anymore or very hungry)
- Third party account (parents, siblings, other professionals, etc)
- Parental engagement (attendance to meetings, consultations with specialist and medical, lack of communication)

Misunderstanding the signs of abuse

- It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

- A child experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility.

Lack of understanding on staying safe

Personal safety programmes and relationships and sex education (RSE) are not always made accessible to children with SEND. This can be for a number of reasons:

- parents and professionals may think young people with learning disabilities shouldn't have relationships or sex
- sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities.

Increased isolation

Disabled children may have less contact with other people than non-disabled children because they have:

- fewer out of school opportunities than their peers
- fewer opportunities for spontaneous fun with friends
- difficulty finding out about accessible events/places

Dependency on others

- Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.
- If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.
- Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.

Inadequate support

- It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.
- Disabled children are less likely to tell someone about experiencing abuse and more likely to delay telling someone than their non-disabled peers
- Some adults may not focus on a disabled child's views.
- If abuse is reported to the police and/or children's social care, the response may be affected if professionals lack skills or experience in working with disabled children.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures

Homelessness

The definition of homelessness means not having a home. People are classed as homeless if they have nowhere to stay and are living on the streets but can be homeless even if they have a roof over their head.

People are classed as homeless if they are:

- staying with friends or family
- staying in a hostel, night shelter or B&B
- squatting (because they have no legal right to stay)
- at risk of violence or abuse in their home
- living in poor conditions that affect their health
- living apart from their family because you don't have a place to live together

There are many reasons that homelessness may occur.

- People become homeless for lots of different reasons. There are social causes of homelessness, such as a lack of affordable housing, poverty and unemployment; and life events which push people into homelessness.
- Being homeless or being at risk of becoming homeless is a significant risk to a child's welfare. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.
- The Homelessness Reduction Act 2017 places a legal duty on councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help.

Young Carers

A young carer is someone who helps care for someone within their family. The support they give is usually regular or ongoing for another family member, usually a parent or sibling. A young carer may provide care or support for another person due to them having an illness, a physical disability, a barrier that prevents them from having independence, a mental health condition, or

a drug or alcohol problem. Young carers often have to assume a level of responsibility that would normally only be asked of an adult.

Some people start giving care at a very young age and don't really realise they are carers. Other young people can become carers following an accident or diagnosis of illness. The BBC estimates that there are about 700,000 young carers in the UK.

Young carers may undertake some or all of the following for another person:

- Practical tasks such as cooking, housework or shopping
- Physical care such as lifting or helping up the stairs
- Personal care such as dressing, washing or attending to toileting needs
- Emotional support such as listening, calming or being there
- Household management such as paying bills or managing finances
- Looking after siblings for example, putting them to bed, walking them to school or general parenting
- Interpretation such as translating for someone with English as an additional language or communicating for someone with a hearing or speech impairment

Many young carers can suffer from:

- Anxiety and exhaustion because of the pressure of taking on adult responsibilities
- Worry that they may let family members down if they can't keep up or feel the need to ask for help
- Social issues – their time at school and social time with their friends can be affected

Staff should be particularly alert to the potential need for early help for a child who is a young carer¹. This is part of the broader responsibility to identify children who may benefit from early help and provide support as soon as a problem emerges.

Appendix 2

Dealing with a disclosure of abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Say you'll take them seriously - They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- **If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.**

NB

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

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Head Teacher, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher,

Appendix 3

Allegations about a member of staff, governor or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, *Governor/visitor or volunteer the Head Teacher must be informed immediately. The Head Teacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.
3. The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.

¹ In other authorities the LADO service is referred to as the Position of Trust Team (POT)

4. Where an allegation has been made against the Head Teacher then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child protection procedures.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

Appendix 4

Indicators of susceptibility to radicalisation (This section is under review, following the publication of a new definition of extremism on 14.03.24)

1. Radicalisation is defined in KCSiE 2024 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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 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 pupil’s country or region of origin may contribute to a sense of

grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

- **Unmet aspirations** - the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- **Special educational need** - 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 pupils 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 5

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

The SPOC for Longwill School is **Alison Jackson**, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **Longwill Staff** in relation to protecting Deaf pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

² Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

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

Appendix 6

[Emergency planning and response for education, childcare, and children's social care settings \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Security-related incidents in schools and colleges

A school's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect pupils; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of pupils and staff including in relation to the online environment.

Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

[Keeping Children Safe in Education](#)

Working together to safeguard children - GOV.UK (www.gov.uk)

[Working Together to Safeguard Children](#)

Early years foundation stage (EYFS) statutory framework

[Early Years Foundation Stage Framework](#)

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education**, and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

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

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

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

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

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

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

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

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

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

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set

parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

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

Appendix 7

Contacting the Education Safeguarding Team

For queries, concerns or questions around:

- Outcomes of referrals or Requests for Support progressing through CASS, MASH and EMPOWER U, for open cases to BCT, for anything relating to multi-agency partnerships, or resolution and escalation of a child's case, please email CASSEducation@birmingham.gov.uk
- Advice and support around implementing policy, procedure, training, Section 175, Ofsted complaints or concerns, in school support and anything else required to ensure implementation of statutory safeguarding requirements, please email EducationSafeguarding@birmingham.gov.uk
- Operation Encompass, implementation in schools, advice and guidance on process and for feedback, please email OperationEncompass@birmingham.gov.uk

SAFEGUARDING ACTION PLAN 2024-2025 from Sept 24 S175 V1 23.09.24

Action	When	completed
Review and update Safeguarding & CP Policy to include new 2024 KCSiE model and ratify by governors.	Autumn	
Deliver whole school safeguarding ensuring staff are confident in Part1 and Annex B.	Autumn	
Ensure all stakeholders are prepared for 360 online safety re-accreditation audit.	Autumn	
GDPR Team meet monthly and include 360 online safety criteria	monthly	Monthly GDPR meetings
New learning disseminated to staff from DSL refresher course. Attended by DSL & DDSL	Autumn	
Keep parents updated with half-termly fact sheets shared on school website.	Half-termly	
Empower parents to ask for what they need and for additional learning needed to keep their child safe with parent workshops	24-25	
Enhance safe platforms for pupil to be able to express opposing views in a respectful way.	24-25	School Council Loudmouth
Promote the importance of learner voice so that pupils feel heard and have a say in their own learning.	24-25	Termly 3 houses What's Happened Rights Respecting Conference SDP
Safeguarding in the curriculum: Ensure staff and pupils have an appropriate understanding of Child Criminal Exploitation (inc. Gang violence)	Spring	
Supporting the Prevent agenda through revisiting Fundamental British Values in school.	Spring	
Staff are equipped to deal effectively with a range of safeguarding issues	Summer	Mental Health First Aider refreshers Lite Senior mental health course AJ/JcS Learning Mentor termly training External training for learning mentors
Subject leads to evidence safeguarding issues being driven through an effective curriculum.	Summer	
Deliver Fabricated or Induced Illness CPD throughout school. (AC)	24-25	
SEN Map regularly monitored and shared with all staff so that staff able to articulate provision and needs of pupils in the class.	24-25	
All stakeholders have a shared vision and shared direction of how rights are being reflected and acted upon at Longwill.	24-25	

2023-2024- S175 Audit is has been submitted on 26.09.24

HEALTH & SAFETY INFORMATION

A full copy of the School Health and Safety Policy and appropriate risk assessments may be requested from the school office.

DEFECT REPORTING PROCEDURE

All defects should be reported to the school office.

WELFARE FACILITIES ON SITE

Toilets may be found in the corridor next to the Head Teachers Office.
Drinking water is available from a machine in the staff room or dining hall.

COSHH (CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH)

COSHH items should not be brought on site unless they have been approved by Head Teacher, School Business Manager or Site Manager and have a manufacturer's safety data sheet.

Whistle Blowing

Staff, visitors and any other concerned parties or individuals can be assured that if they have any worries about potential serious wrongdoing, they will be listened to and their concerns dealt with quickly and confidentially.

All staff/visitors visiting Longwill must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately **to the DSL**. Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.

If you would like to leave any feedback following your visit please do so in our Visitor's Book.

Please ask Reception Staff for information.

WELCOME TO
LONGWILL SCHOOL



SAFEGUARDING

Information for visitors and contractors


Head Teacher
Alison Carter


Tel: 0121 475 3923
Fax: 0121 476 6362


Email:
enquiry@longwill.bham.sch.uk


Website: www.longwill.bham.sch.uk


-  Please sign in at reception and show your ID, office staff will give you a badge, please wear this at all times.

-  All visitors/contractors will be escorted to the location required in school.

-  There are fire maps in every room. Please follow the advice of school staff, who will escort you from the site in the event of an emergency.

-  Use of mobiles is not permitted within the school. Please ask a member of staff to escort you to the foyer should you need to use your phone.

-  This is a non-smoking site. Please leave the premises to smoke.

-  Please remember to sign out and return your lanyard before you leave

Safeguarding

1. The safety and welfare of our children is our major priority.
2. All pupils have the right to be protected from harm.

The Designated Safeguarding Leads are:



Alison Jackson
DSL



Alison Carter
HT

Anne Northam
(Safeguarding Governor)

All staff, visitors and contractors have an important role to play in safeguarding children and protecting them from abuse and we expect you to share our commitment to safeguarding

Any concerns should be reported to the Head Teacher or DSL.

Please ensure you are never alone with any children.

SECURITY ARRANGEMENTS ON SITE

The school has the following access control procedures:

- Security and fire doors to be closed at all times
- Visitor's badges to be worn at all times
- All visitors to be escorted whilst on school premises

FIRST AID INFORMATION

The school's pediatric first aiders are: Martin Belton, Lisa Schuck-Pountney, Louise Taggart and Lisa Boyce.

The school's fire marshals are Tracey Murphy and Jacqui Smith.

Please ask a member of staff to locate a first aider/fire marshal if necessary.

ACCIDENT REPORTING

All minor accidents should be reported to the school office where you will be provided with the standard LA reporting form and advised on procedure.

PUPIL MEDICATION POLICY

Pupil medication is administered by trained staff and parents are always fully aware.

