

Safeguarding & Child Protection Policy

September 2021



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Ratified by the Governing Body: 6.10.21

Signed by the Governing Body: Caroline Lane

To be reviewed (annually): Autumn 2022

Date of Codicil Update:

**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: 2021-2022

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	Sarah-Jane Wright	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 Randip Kaur Mohammed Sheraz	Room: 6 Room: Foundation Room: 10
Apprentice Learning Mentor	Neelam Amir	Room: 14
Deputy HeadTeacher	Alison Jackson	Deputy Head Teacher's Office
Head Teacher	Alison Carter	Head Teacher's Office

PART ONE: SAFEGUARDING POLICY

Ratified by the Governing Body [Autumn 2021](#)

To be reviewed annually [September 2022](#)

Version number:[2](#)

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(Miller and Brown 2014).

A recent inquiry into child sexual exploitation in gangs and groups showed that disabled people were found to be largely out of sight or hidden (Berelowitz et al 2013).

PART ONE: SAFEGUARDING POLICY

<p>1.0 INTRODUCTION</p> <p>Safeguarding and promoting the welfare of children is defined as –</p> <ul style="list-style-type: none"> • Protecting children from maltreatment; • Preventing impairment of children's health or development; • Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • Taking action to enable all children to have the best outcomes. • Children include everyone under the age of 18 <p><i>Please refer to KCSiE Part One</i></p> <ul style="list-style-type: none"> • <i>Safeguarding information for all staff</i> • <i>What school and college staff should know and do</i> • <i>A child centred and coordinated approach to safeguarding</i> 	<p>Longwill School for Deaf Children is committed to safeguarding and promoting the welfare of all its pupils.</p> <p>Longwill is a Rights Respecting school and we promote The United Nations Convention on the Rights of the Child (UNCRC). <i>This is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.</i></p> <p>We believe that:</p> <ul style="list-style-type: none"> • 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. • All children have the right to be protected from harm, abuse and neglect; Article 19, • All pupils have the right to experience their optimum mental and physical health. Article 24 • That every child has the right to an education and children 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 • All children have the right to express their views, feelings and wishes and voice their own values and beliefs; Article 12,13,14, 30 • All children should be encouraged to respect each other's values and support each other; Article 31 • All children 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 • Longwill School makes a positive contribution to the prevention of risk/involvement in serious violent crime through: explicitly teaching pupils their rights and praising positive behaviours. <p>All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue. Article 3,</p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • <u>The most recent version of <i>Working Together to Safeguard Children</i> (DfE)</u> • <u>The most recent version of <i>Keeping Children Safe in Education: Statutory guidance for schools and colleges</i> (DfE Sept 2021)</u> • <u>West Midlands Safeguarding Children Procedures</u> 	<p><i>At Longwill the following people take the lead in these areas:</i></p> <p>Our Data Protection officer is with : <i>Warwickshire Services</i></p> <p>Our Rights Respecting lead is: <i>Mrs Alison Jackson</i></p> <p>Our Schools Pledge Coordinator is: <i>Mrs Alison Jackson</i></p> <p>Our lead for Mental Health is: <i>Mrs Alison Carter (Headteacher)</i></p>

<ul style="list-style-type: none"> • <u>The Education Act 2002 s175</u> • <u>Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016</u> • <u>General Data Protection Legislation (2018)</u> • <u>Mental Health & Behaviour in Schools.</u> • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> • <u>Birmingham Safeguarding Children Partnership threshold guidance <u>Right Help Right Time</u></u> • <u>Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government</u> • <u>Protecting children from Radicalisation: The Prevent Duty, 2015</u> • <u>Relationships education, relationships and sex education (RSE) and health education</u> • <u>Voyeurism offences act 2019</u> • <u>Children Missing Education</u> 	<p>Our Safeguarding Governor: <i>Mrs Sarah-Jane Wright</i></p> <p>Our E-Safety lead: <i>Mrs Alison Jackson</i></p> <p>In order to ensure that we are compliant with national guidance Longwill carry out the following procedures:</p> <ul style="list-style-type: none"> • 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 (See Appendix 5) • 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 matters of detail between reviews, and to inform 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.
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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**
- **Adding a new section, making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in schools and colleges.**
- Clarifying standards of behaviour for staff and pupils
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values
- **Addressing the issue of appropriate ‘touch’ when dealing with Deaf pupils, as it is an acceptable way to gain attention in the Deaf community.**
- 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; and
- Reducing the potential risks pupils’ face of being exposed to 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:

- *Identify and protect our 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 7)
- Longwill is a bilingual and bicultural 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 (PSHE, 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 seven guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in **Right Help Right Time**);

- 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 the families' **strengths**.
- Build **resilience** in families to overcome difficulties.

*At Longwill all staff are aware of the guidance issued by Birmingham Safeguarding Children Board in Partnership **Right Help Right Time**, and procedures for **Early Help**..*

All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person`s preferred communication style.

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, 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.

- 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
 - Use of our Home-School Liaison Officer
 - 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, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform 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 2.9.21**
- A comprehensive CPD programme is delivered throughout the year. Examples can be found in Appendix 7

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

We follow Safer Recruitment processes and checks for all staff.

Staff are Safer Recruitment trained:

- Headteacher and Chair of Governors last trained: 13.02.19
- DSLs last trained: **10.11.20/10.12.20**
- The DSL monitors the Single Central Register 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 7)

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 their welfare, safeguarding and child protection concerns.
 - Governing bodies should ensure that the DSL role is explicit in the role-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 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. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools.
- All in- year applications and transfers will also**

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.

Throughout the year 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
- Liaise closely with the Headteacher on all safeguarding concerns

Appendix 1 (Role of the Designated Safeguarding Lead)

Since January 2019 Longwill School has used Behaviour Watch

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

- **Admin has highlighted named pupils on the school contact documents and a note made on SIMS.**
- **DSL will all relevant staff regarding parental responsibility**

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 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

<p>be reported to the Local Authority</p>	<p><i>in place for when the pupil arrives.</i></p> <p>Longwill School is compliant with GDPR guidelines and have privacy notices for governors, parents, pupils and staff on the school website.</p> <p>The DSL ensures secondary transfer documents are transferred securely and signature of receipt is received from the receiving school.</p>
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<p>6.0 Contextual Safeguarding</p> <ul style="list-style-type: none"> • 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. 	<p><i>In our school our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:</i></p> <ul style="list-style-type: none"> • <i>Informal and formal assessments of need/ risk for the child;</i> • <i>Case discussions in DSL supervision sessions.</i>
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<p>7.0 Mental Health</p> <ul style="list-style-type: none"> • KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. <p>Mental health support</p> <ul style="list-style-type: none"> • Additional information has been added to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour. <p>Department for Education (DfE) (2017) Preventing bullying. https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p> <p>Department for Education (DfE) (2018) Mental health and behaviour in schools https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</p> <ul style="list-style-type: none"> • 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. 	<p><i>In our school this means that:</i></p> <ul style="list-style-type: none"> • All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation; • <i>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.</i> • We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of pupils through: • <u>Prevention:</u> 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. • <u>Identification:</u> recognising emerging issues as early and accurately as possible; <u>All concerns are logged on the school's electronic system, Behaviour Watch.</u> • <u>Early support:</u> helping pupils to access evidence based early support and interventions; and • <u>Access to specialist support:</u> working effectively with external agencies to provide swift access or referrals to specialist support and treatment
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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

- **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.**

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 DSL's

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.

9.0 THE GOVERNING BODY

Governing Bodies and proprietors 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; and
- 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 role is strategic rather than operational – they will not be involved in concerns about individual pupils.

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:

[Sarah-Jane Wright](#).

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

Mrs Pillar undertook training September 2020.

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 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 7)

<p>10.0 SAFER RECRUITMENT & SELECTION</p> <p>The school should follow part 3 of ‘Keeping Children Safe in Education (KCSiE) and pay full regard to ‘Safer Recruitment’ practice but limited to:</p> <ul style="list-style-type: none"> • verifying candidates’ identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check • any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children. <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p><i>At Longwill this means that:</i></p> <p><i>The following staff have undertaken Safer Recruitment training:</i></p> <p>1: Mrs Alison Carter (Head Teacher) 2: Mrs Alison Jackson (Deputy HT)</p> <p><i>And the following members of the Governing Body have also been trained:</i></p> <p>1: Caroline Lane</p> <p><i>One of these are always involved in all staff recruitment processes and sit on the recruitment panel.</i></p> <ul style="list-style-type: none"> • 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 of our recruitment advertisements make reference to safeguarding and the promoting of pupil wellbeing.
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<p>10.1 Induction</p> <p>All staff especially those who have been re-deployed in response to OCVID-19, must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.</p> <p>10.2 Staff Support</p> <p>Recognising the impact of COVID 19, DSLs should be given additional time, particularly in the autumn term, to support staff and children regarding new safeguarding and welfare concerns.</p> <ul style="list-style-type: none"> • 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. 	<p><i>Our staff induction process covers:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding & Child Protection policy;</i> • <i>The Behaviour Policy;</i> • <i>The Staff Behaviour Policy: Longwill Code of Conduct;</i> • <i>The safeguarding response to children who go missing from education; and</i> • <i>The role and identity of the DSL and any deputies.</i> <p>Staff are directed to the suite of policies on the website or in our school network area <i>and a copy of Part one of the KSCiE- document is provided to staff at induction.</i> This is read and signed by all staff.</p> <ul style="list-style-type: none"> • 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) <p>Copies of policies and a copy of part one of KSCiE is provided to staff at induction.</p> <p>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</p> <ul style="list-style-type: none"> • Staff are also supported by our colleagues at Deaf
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<ul style="list-style-type: none"> • All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team. 	<p>CAMHS if they so choose.</p> <ul style="list-style-type: none"> • 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 meetings are held regularly (approximately fortnightly)
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<p>11.0 THE USE OF REASONABLE FORCE</p> <p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.</p> <p>The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain pupils.</p> <p>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.</p> <p>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> <p>Government advice for 'Use of Reasonable Force in Schools' is available here.</p>	<p>Longwill School engages in positive praise <i>and proactive behaviour support</i> ,to reduce the occurrence of challenging behaviour and the need to use positive handling strategies.</p> <ul style="list-style-type: none"> • Only staff who are Team Teach trained are able to use reasonable force. • Staff will always engage in de-escalatory strategies before using any form of physical restraint. <p><i>We write individual Risk Reduction plans for our more vulnerable pupils and agree them with parents and carers.</i></p> <p><i>We do not have a 'no contact' policy as this could leave our staff unable to fully support and protect pupils.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving pupils including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</i></p> <ul style="list-style-type: none"> • 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 will be delivered 21.01.22.
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<p>12.0 THE SCHOOL ROLE IN THE PREVENTION OF ABUSE</p> <p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils:</p> <ul style="list-style-type: none"> • are treated with respect and dignity, • taught to treat each other with respect, • feel safe, 	<p>At Longwill school staff: Will be made aware of our school's unauthorised absence and children missing from education procedures.</p> <p><i>Provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</i></p> <p><i>All our policies which address issues of power and potential harm, for example Anti-Bullying,</i></p>
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- have a voice, and are listened to.

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

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 also 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/young person's voice must remain paramount within a solution focused practice framework.

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

If a Think Family or 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
Add the pupils to our records who are identified as having safeguarding vulnerabilities.*

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.).
- *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*
- 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 STUDENTS WHO ARE VULNERABLE 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 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 vulnerability to radicalisation are in Appendix 5.

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 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 the 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(RSE), 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](#)

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

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 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 indicate that they are in need of help or protection.

We will use specialist online monitoring software, which in this school is called

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](#).

Smoothwall Monitor 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 on line and in the environment
- Opportunities to further their understanding of the Convention on the Rights of the Child.
- Pupils with strategies for when they are faced with risky situations- Safeside at Eastside/ 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 sanctions.

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*
- *Honour Based abuse*
- *Trafficking*
- *Criminal Exploitation & Gang Affiliation*
- Training delivered to all staff on [FGM, 2.9.21](#)

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.

16.0 CHILDREN MISSING EDUCATION

A child going missing, 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 Missing from Education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or 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

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At Longwill School we:

Hold two or more emergency contact numbers for each pupil.

All our attendance work will liaise closely with the DSL.

- 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 where appropriate
- DSL works closely with Social Care team and the police

- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period
- Has been permanently excluded

- DSL works closely appropriately with external agencies
- Home Learning box and online resources are sent home to pupils who have missed a significant period of time from school.
- Teachers are connecting with pupils using Microsoft Teams to deliver lessons where possible.

17.0 PEER ON PEER/ Child on child ABUSE

The KCSiE guidance now requires that additional information about peer-on-peer abuse should be included in schools' and colleges' child protection policies, including: para; 144-bullet point 6 "a 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, sexting, initiation/hazing, upskirting, sexual violence and harassment.

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 peer on peer 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) 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.

At Longwill school:

We do not tolerate instances of peer on peer 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 follow both national and local guidance and policies to support any pupils subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

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

- CSE training delivered throughout the year by DSL

*We will utilise the **Children who pose a Risk to Children School Safety Plan** produced by the local authority*

Our DSL follows local guidance to enable provision of effective support to any pupil affected by this type of abuse.

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance <https://westmidlands.procedures.org.uk/pk/oso/regional-safeguarding-guidance/children-who-abuse-others-including-peer-on-peer-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

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.*
- *Longwill are aware of the risk assessment screening tool to support referrals to CASS for any pupil we are concerned about.*

Longwill school adheres to the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019

- *Staff training delivered on Trafficking 2020-21*

https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018

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

(It has been added to our training programme)

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

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: **Sarah-Jane Wright**

CONCERN ABOUT A CHILD:
ALWAYS speak to Designated Safeguarding Lead (DSL) if urgent.

Record on our electronic recording system
Behaviour Watch or Record in writing on
Notice of Concern Form and hand to DSL

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:
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 request for support from Think Family (TF) service.

**Complex &
Significant**

Request for Support submitted to CASS for a multi agency strategy discussion

16.0 INVOLVING PARENTS/CARERS

16.1 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.

16.1.2 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.

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

17. MULTI-AGENCY WORK

17.1 We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our children 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. Where the child already has a safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.

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

17.3 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.

17.4 We will provide reports as required for these meetings (17.3). 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.

17.5 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.

18. OUR ROLE IN SUPPORTING CHILDREN

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

18.2 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.

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

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

19.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).

19.1 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 in a way that indicates s/he is unsuitable to work with children.

19.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils.

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

19.3.1 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.

19.3.2 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.

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

20.0 CHILDREN WITH ADDITIONAL NEEDS

20.1 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.

20.2 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 call a 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.

22.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

22.1 Private Fostering

22.1.1 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.

22.1.2 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.

22.1.3 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.

22.1.4 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.

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

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

23.2 Guidance on pupils in specific circumstances found in Annex A of KCSIE- 19, and additional resources as listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect 2.26 Children who abuse others West Midlands Safeguarding Children Group	West Midlands Safeguarding Pupils Procedures

Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Pupils Procedures
Pupils and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Pupils Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Pupils Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018	West Midlands Safeguarding Pupils Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Pupils Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf 2.5 Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group Teaching online safety in school	BCC Education Safeguarding Birmingham Police and Schools Panels

Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Pupils Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/pupils_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls 2.24 Honour-based violence West Midlands Safeguarding Children Group	West Midlands Safeguarding Pupils Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

APPENDICES

ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY

Governing bodies should appoint an appropriate member of staff, from the school or college **leadership team**, to take the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit within the role-holders job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of pupils.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead/s. Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately training deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

The designated safeguarding lead is expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority Children's Social Care as required;
- Support staff who make referrals to local authority Children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make a referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Headteacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Pupils Act 1989 and police investigations;
- As required, liaise with the case manager and designated officers at the local authority (also known as local authority designated officer/LADO) for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of pupils in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting pupils from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise awareness

- The designated safeguarding lead should ensure the school or college's policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where pupils leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with their designated safeguarding lead to define what "available" means and whether in exceptional circumstances availability via phone and/or Skype or other such medium is acceptable.
- It is matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Pupils Safe in Education (2016), pages 58 to 6

What school and college staff should look out for

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect.

All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Forms of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children.

The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos¹²⁷ (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Peer on peer abuse is most likely to include, but may not be limited to:

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); 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; or
- 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; or
- 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 penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving pupils in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils 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 pupils.

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 open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- 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 pupils that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on pupils. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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 pupils 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 pupils stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicates 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. DISABLED PUPILS

When working with pupils 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.

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 her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Pupils very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that 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.

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.

Pupils making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a pupil who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher. Longwill School works closely with Deaf CAMHS and are keen to provide positive support for staffs' mental health and wellbeing. Mental Health and Wellbeing lead is : [Alison Carter](#)

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 him/herself or interview pupils.
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.
4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body- Mrs Caroline Lane will take 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 procedures of Birmingham Safeguarding Children Board.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

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

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. **Indicators of vulnerability include:**
 - Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special Educational Need –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - 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.

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 students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Longwill School in relation to protecting students/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 from in relation to referrals of vulnerable students/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 7

-  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.

Safeguarding

The safety and welfare of our children is our major priority.

The designated Safeguarding Leads are:



Alison Jackson
(DSL)



Alison Carter
(HT)



Gill Pillar
(Safeguarding Governor)

Any concerns whatsoever should be reported to the DSL or HT straight away.

Please ensure you are never alone with any children.

1. 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

2. FIRST AID/FIRE MARSHAL INFORMATION

The school's first aiders are: Martin Belton, Lisa Schuck-Poutney, Mohammed Sheraz and Louise Taggart. 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.

3. 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.

4. PUPIL MEDICATION POLICY

Pupil medication is administered by school staff who have been trained and parents are always fully aware.

5. HEALTH & SAFETY INFORMATION

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

6. DEFECT REPORTING PROCEDURE

All defects should be reported to the school office.

7. WELFARE FACILITIES ON SITE

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

8. 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.

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

MODEL SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS AND EDUCATION SERVICES

A version of the Policy with these changes can now be downloaded from

[Birmingham: Policies, procedures and
guidance`](#)

Please now read the new policy with this amended wording in place