

Longwill School for Deaf Children Child Protection Policy

Original Author Education Safeguarding Service, Children & Families Directorate, Birmingham City Council.

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Longwill School for Deaf Children Safeguarding & Child Protection Policy is in line with the quality and standards expected from Birmingham City Council and will be monitored by **The Governing Body**.

Date approved: 25/09/25

Headteacher: Miss Jessica Rosser

Date approved: 25/09/25

Chair of Governor: Mrs Caroline Lane

Date approved: 25/09/25

Safeguarding Link Governor

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1. Safeguarding Policy Statement

At Longwill School, our child-centred approach shapes everything we do. We are committed to creating a safe, inclusive environment where Deaf children feel heard, valued and supported.

Safeguarding is embedded in our culture. We work closely with pupils, families, staff, and external agencies, prioritising each child's welfare in all decisions.

In line with the Children Acts (1989, 2004) and *Working Together to Safeguard Children* (2023), we aim to provide timely support, recognising that children thrive best within their families where possible.

We collaborate with the Local Authority and partners to identify concerns early and offer support to prevent harm. We ask parents and carers to work with us in fulfilling our legal duty to protect children at risk.

2. Important Safeguarding Contacts

School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL) Deputy Headteacher	Alison Jackson	School hours Mon- Fri a.jackson@longwill.bham.sch.uk 0121 475 3923
Deputy Designated Safeguarding Lead (DDSL) Headteacher	Jess Rosser	School hours Mon- Fri j.rosser@longwill.bham.sch.uk 0121 475 3923 mob:07985118455
Deputy Designated Safeguarding Lead (DDSL) Assistant Headteacher	Charlotte Firstbrook	School hours Mon- Thu c.firstbrook@longwill.bham.sch.uk 0121 475 3923
Out of Hours Contact Headteacher:	Jessica Rosser	School hours Mon- Fri j.rosser@longwill.bham.sch.uk 07985118455
Designated Teacher for Children in Care (DT for Children in Care)	Alison Jackson	School hours Mon- Fri a.jackson@longwill.bham.sch.uk 0121 475 3923
Special Educational Needs Coordinator (SENCO)	Alison Jackson	School hours Mon- Fri a.jackson@longwill.bham.sch.uk 0121 475 3923
Mental Health Lead	Alison Jackson	School hours Mon- Fri a.jackson@longwill.bham.sch.uk 0121 475 3923

DSL Prevent Lead	Alison Jackson	School hours Mon- Fri a.jackson@longwill.bham.sch.uk 0121 475 3923
Chair of Governors	Caroline Lane	Available by email c.lane@longwill.bham.sch.uk
Vice Chair of Governors	Emmanouela Terleksi	Available by email m.e.terleksi@bham.ac.uk
Link Safeguarding Governor	Caroline Lane	Available by email c.lane@longwill.bham.sch.uk

Non School Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Tel: 0121 675 1669 Email: ladoteam@birminghamchildrenstrust.co.uk
Birmingham Children's Trust	Children's Advice and Support Service (CASS)	Monday to Thursday: 8:45am to 5:15pm: <ul style="list-style-type: none"> Friday: 8:45am to 4:15pm Telephone: 0121 303 1888 CASS emergency out-of-hours: <ul style="list-style-type: none"> Telephone: 0121 675 4806
Early Help		Early Help Support Team: Telephone: 0121 303 8117 or contact your Early Help District teams
NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999. Non-emergency 101

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance.

Keeping Children Safe in Education (KCSIE 25) which sets out the legal duties that all schools and colleges in England must follow to safeguard and promote the welfare of children under the age of 18.

Section 175 of the [Education Act 2002](#), places a duty on schools and Local Authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.

[Maintained schools governance guide - 7. Compliance - Guidance - GOV.UK \(www.gov.uk\) \(updated June 2025\)](#) This guide supports governing bodies in meeting their legal and regulatory responsibilities. It outlines key areas of compliance including:

- Education, funding, and finances
- Health and safety, inspections, and safeguarding
- Pupil welfare, behaviour, attendance, and admissions
- School organisation changes and premises management
- Staffing, performance management, and whistleblowing

It serves as a reference for those involved in local-authority-maintained school governance, consolidating essential information on the governing body's statutory roles and duties.

Early Years providers

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the early years foundation stage for school providers \(publishing.service.gov.uk\)](#)

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.

Information Sharing 2024

[DfE Information Sharing Advice For Practitioners 2024](#), highlights the importance of sharing information about children, young people, and families to safeguard and promote well-being. It clarifies when and how information can be shared legally and professionally to improve outcomes.

The advice includes the **Seven Golden Rules for Sharing Information**, offering a framework to support practitioners in making informed decisions—especially where failure to share may place a child at risk of harm.

[Children Act 1989 & 2004 amendment](#)

Provides the legal framework for the care and protection of children, placing their welfare at the heart of all decision-making.

[Working Together to Safeguard Children statutory guidance](#)

Working Together to Safeguard Children (2023)

Statutory guidance outlining what organisations must and should do to safeguard and promote the welfare of children under 18.

[Birmingham Safeguarding Children Partnership \(BSCP\)](#)

Lead partners—Birmingham City Council, West Midlands Police, NHS Birmingham & Solihull Integrated Care Board (ICB), work jointly with Birmingham Children’s Trust to ensure effective multi-agency safeguarding arrangements.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

Prevent Duty – Counter-Terrorism and Security Act 2015

Schools must have “due regard” to preventing individuals from being drawn into terrorism (Prevent duty guidance, 2023).

[The Human Rights Act 1998](#),

Protects individuals from harassment, violence, and abuse, including sexual abuse, under the [European Convention on Human Rights](#) (ECHR)

[The Equality Act 2010](#),

Prohibits discrimination based on protected characteristics including disability, sex, sexual orientation, gender reassignment and race. Schools may take proportionate positive action to address disadvantage, including reasonable adjustments for disabled pupils and support for those disproportionately affected by sexual violence or harassment.

[The Public Sector Equality Duty \(PSED\)](#)

Requires schools to eliminate discrimination and improve outcomes for pupils at greater risk of harm, including those facing sexual violence, homophobic or racial bullying.

[BSCP Resolution and Escalation Protocol](#)

Guides professionals in resolving safeguarding disputes that cannot be addressed promptly through usual channels.

4. Definitions: Safeguarding and Child Protection

All our staff at **Longwill School for Deaf Children** are expected to be familiar with the wide range of policies and procedures in place to keep our children safe and promote their wellbeing.

Safeguarding as defined in Keeping Children Safe in Education (2025), means:

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing impairment of children's mental and physical health or development ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes.*

Working Together to Safeguard Children (2023) further extends this definition to include:

- *promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.*

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

'**Early Help**' means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life and applies to any problem or need that the family cannot deal with or meet on their own. [Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership](#)

[Right Help, Right Time](#) The framework outlines the support available for children and families, helping professionals work together effectively across agencies in Birmingham.

Child in Need: Under the Children Act 1989, Local authorities must provide services to children whose health or development is at risk, or who are disabled. Assessments consider the child's age and understanding to determine appropriate support.

Child Protection- section 47, Children Act 1989: Where there is reasonable cause to suspect significant harm, local authorities must make enquiries to safeguard the child. This includes concerns about abuse, neglect, or exploitation, online or offline. Schools must cooperate and share relevant information when requested to do so.

Significant Harm is the threshold for a child protection response to support and or protect children. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse. The term 'significant' refers to the impact on the child's wellbeing.

Children's Advice and Support Service (CASS) provides a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child.

Multi Agency Safeguarding Hub (MASH) is a fully integrated team of professionals from social care, police, health, and education who work together to assess needs and share information early. MASH ensures timely, coordinated responses.

Children in Care: A child is 'looked after' if they are in the care of the Local Authority for more than 24 hours, either by agreement with parents or court order. Care may be provided by relatives or foster carers.

Kinship Care [Kinship Care Strategy](#) offers financial, educational, and partnership support to carers. These arrangements may be classified as:

- **Family and Friends Carers:** Carers such as grandparents, siblings, aunts, uncles, or close family friends may assume care when birth parents are unable to. They may be granted Parental Responsibility through a Child Arrangements or Special Guardianship Order.
- **Private Fostering:** Applies when a child under 16 (or under 18 if disabled) is cared for by someone who is not a close relative for 28 days or more in a row. These arrangements must be reported to the local authority.

Victim is a widely understood and recognised term, but we understand that not everyone subjected to abuse considers themselves a victim or wants to be described that way. When managing an incident, we will use any language the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) Terms like 'alleged perpetrator' are common, but we will choose language carefully, especially around children and families, recognising that harmful behaviour may also reflect wider vulnerabilities

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for our Deaf children with respect to recognising or disclosing it. At *Longwill School* we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that **any one of our Deaf pupils** may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- who have additional special educational need and/or disabilities (SEND) or health conditions
- who are a young carer
- who could experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language or whose communication needs are being neglected
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are in care or were previously in care (see Section 11)
- who have ongoing, unexplainable or persistent absences from education
- whose parent/carer has expressed an intention to remove them from school to be provided with elective home education (EHE).

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with additional special educational needs, disabilities, or health needs, and recognise they may face extra barriers to safety and wellbeing, including:

- assumptions that signs of possible abuse (e.g. mood, behaviour, injury) solely due to a child's condition or diagnosis, without further exploration
- being prone to peer group isolation or bullying, including prejudice-based bullying without showing outward signs
- difficulty communicating or reporting concerns
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.
- reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)
- dependence on multiple carers, increasing exposure to potential risk
- a Deaf child's understanding of abuse
- lack of choice/participation.

Children in Care (CiC)

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We ensure that appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- appointment of a Designated Teacher (DT) for Children in Care

- appropriate staff made aware of a child's looked after status
- ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

Children with a Social Worker

Virtual School Heads have strategic oversight of the educational progress of:

- Children in care
- Children previously in care
- Children with a social worker (current or within the past 6 years under Section 17 of the Children Act 1989)

This role now extends to:

- Children previously supported by a social worker (ages 0–18)
- Children in **kinship care** – cared for by relatives or friends, not birth parents, in temporary or permanent arrangements

At Longwill School, our **Designated Teacher** receives appropriate training to lead this area in collaboration with the **Designated Safeguarding Leads**, including:

- Working with Virtual School Heads to ensure funding supports educational achievement and development through Personal Education Plans
- Promoting the progress of children previously in care or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

6. Roles and Responsibilities of Staff including Leadership and Management

Role and Responsibilities of the Whole School

Safeguarding is **everyone's** responsibility at **Longwill School**. This policy applies to all of our staff including permanent, temporary and supply, volunteers, governors and contractors. It also applies to our safeguarding arrangements for extended school and off-site activities.

Longwill School plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour Policy
- pastoral support system
- planned programme of relationships, personal, social, health education (RPSHE) in an age-appropriate way, which is inclusive and delivered regularly, tackling issues such as:
 - healthy and respectful relationships (treating everyone equally)
 - boundaries and the concept of consent
 - stereotyping, prejudice, and equality
 - body confidence and self-esteem
 - how to recognise the difference between positive and negative relationships
 - the concepts of safe and unsafe touch and how to report concerns to adults

Role and Responsibility of all staff (permanent, temporary and supply), volunteers and contractors

All staff will be required to:

- read KCSiE25- We recommend that all staff even those not working directly with pupils read Part One and Annex B of [Keeping Children Safe in Education](#), and the reviewed version of this guidance at least annually.

Translated versions of Part One Keeping Children Safe in Education can be found at [Keeping Children Safe in Education Part 1 Translations | LGFL for staff, volunteers, parents and carers](#) whose first language may not be English, should they wish to use this.

- read Annex B of Keeping Children Safe in Education which outlines important additional information about specific forms of abuse and safeguarding issues to ensure we have a culture that recognises that children within the specific circumstances can be at greater risk of abuse, neglect and exploitation, and a working knowledge to identify indicators.
- sign confirmation that they have read and understood the expected sections according to their role, in our whole school approach to safeguarding
- promote and raise awareness about the importance of online safety when communicating with parents and carers. This includes them being aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online)
- contribute to creating a culture for pupils who are lesbian, gay, bisexual, or gender questioning to speak out and share their concerns
- contribute to creating a culture for any child defined as having a protected characteristic to speak out and share their concerns (see Section 5).

All staff will be aware of:

- our school's safeguarding arrangements and systems which is explained to staff as part of their induction and annual update training. As part of staff induction new staff/ volunteers are provided with the following key guidance and information provided by our school senior leadership team:

- Safeguarding & Child Protection Policy
 - Staff Code of Conduct
 - the role and identity of the Designated Safeguarding Lead (DSL) and deputies
 - the Behaviour Policy
 - online safety policy identifies expectations for staff and pupils.
- our expected safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
 - signs of vulnerabilities to look out for in children who may benefit from Early Help support, we explain to staff the Early Help process for children and their families and what their role is in this to support DSLs in ensuring children and their families receive support as soon as problems emerge
 - what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
 - the process for recording and sharing information internally to DSLs and on children's safeguarding records
 - the process of making referrals to the Local Authority Children's Social Care and/or Police where required and the statutory processes that may follow
 - the signs of specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) *Keeping Children Safe in Education*
 - how to support and speak to children when they may share their worries or make disclosures of abuse, neglect or exploitation and contribute to creating a culture where children feel able to speak with the relevant safeguarding leads
 - the importance of reassuring children that they are being taken seriously and that they will be supported and kept safe
 - the importance of supporting families and providing a culture of support to encourage parents/carers to seek support and engage with our school and professionals when issues emerge or become a concern
 - children can be at risk of harm inside the home (familial harm) and outside of their home (extra familial harms) and that any form of harm can happen directly or online
 - the fact that children who are (or who are perceived to be) lesbian, gay, bisexual (LGBTQ+) can be targeted by other children
 - what to look for to identify children who need help or protection in accordance with statutory procures under the children act section 17 (child in need) and section 47 (significant harm).

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

Our DSL team includes a members of our senior leadership team.

- The DSL takes lead responsibility for our school's child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.
- Whilst all of our staff are part of our safeguarding culture, it is the role of our DSL to receive information, review and make decisions about any necessary further considerations or actions needed to respond to any safeguarding matters that arise.
- The DSL will act as the main contact in our school when a child and their family are receiving support from the school, external agencies and statutory services.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- Our Headteacher is also part of the DSL team and is available out of school hours. J.rosser@longwill.bham.sch.uk / 07985118455 if non-urgent matters arise out of school hours, our DSL can be contacted. In the case of urgent matters dial 999 or 101. This information can also be found in our Longwill Safeguarding Visitors Leaflet.
- During school holidays, the Headteacher/DSL team will endeavour to check in periodically to ensure that any safeguarding requests or queries are responded to as soon as possible i.e section.17, section 47, MARAC/Court requests.

The DSL will be given the time, funding, training, resources and support to:

Advise and support staff on child welfare and protection

- Lead or participate in early help support
- Attend strategy discussions and inter-agency meetings, or support staff to do so
- Contribute to assessments where harm is suspected or risk identified
- Refer cases to relevant bodies (Children's Social Care, Channel, DBS, Police) and support staff making referrals
- Understand behaviours affecting a child's learning and safety, including those impacting others
- Recognise harmful behaviours requiring risk management or safety planning, including those from children, parents, or associated adults
- Understand the school's filtering and monitoring systems
- Support the Headteacher in reviewing low-level concerns about staff
- Share information and participate in statutory safeguarding reviews, including those led by Birmingham Safeguarding Children's Partnership following serious incidents or child deaths

The DSL will also:

- Keep the Headteacher informed of key issues with children and families, and referrals to services
- Liaise with other agencies, including Children's Services, where safeguarding concerns arise
- Share information on sexual violence and harassment with statutory partners to support policy implementation

- Be aware of local specialist support available for all children involved, including victims and alleged perpetrators
- Understand children's entitlement to an 'Appropriate Adult' during Police investigations or searches where thresholds are met
- Understand the D/deaf child's right to an interpreter should one be required

Role and Responsibilities of the Governance

Our Governing Body have a strategic role within our leadership and management team and must ensure that all staff comply with legislation and local guidance at all times.

The Governing Body will:

- Ensure safeguarding is embedded across all school policies and processes
- Review and approve safeguarding policies and hold the Headteacher accountable for implementation
- Evaluate action plans from safeguarding audits and reports, ensuring regular oversight and accountability
- Understand obligations under the Human Rights Act 1998, Equality Act 2010, and local multi-agency safeguarding arrangements
- Appoint a senior lead (or link governor) to monitor safeguarding effectiveness; this must be separate from the DSL. **Caroline Lane will act in this role until the first FGB meeting in October 2025**
- Ensure all staff receive regular safeguarding and child protection training, including online safety, appropriate to their roles and in line with statutory guidance ensure that all governors:
 - read Keeping Children Safe in Education in its entirety, and review compliance of this task at least annually
 - sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance.

Ensure appropriate filtering and monitoring systems are in place and regularly reviewed

- Confirm leadership and staff understand their roles and responsibilities as part of safeguarding training
- Review DfE filtering and monitoring standards and work with IT staff and service providers to meet these requirements

The Governing Body will ensure:

- Ensure the DSL has appropriate status, authority, time, training, and resources
- Embed online safety as a consistent theme across safeguarding policies
- Confirm the DSL leads on safeguarding, including online safety and filtering/monitoring systems
- Ensure effective procedures are in place for managing all safeguarding concerns, including child welfare, low-level concerns, and staff allegations

- Ensure the policy reflects additional barriers faced by children with SEND or medical/physical conditions
- Where external bodies use the school site:
- Seek assurance of their safeguarding policies and inspect if needed
- Ensure arrangements for liaison with the school on safeguarding matters
- Make safeguarding compliance a condition of site use, with termination for non-compliance
- Ensure the Chair of Governors acts as case manager for allegations against the Headteacher (see Section 11)
- Ensure all governors receive appropriate safeguarding training, including at induction, in line with *Keeping Children Safe in Education 2025*. Resources from the **National Governance Association** and **The Key for School Governors** support this.

Role and Responsibilities of the Headteacher

The Headteacher will:

- Implement this policy and ensure all staff:
- Are informed of safeguarding systems and understand this policy as part of induction
- Follow procedures for information sharing and referrals
- Have access to this policy via the school website; printed leaflets are available at reception
- Ensure the DSL has sufficient time, training, funding, and resources, with cover in place during absence
- Act as 'case manager' for allegations against staff or volunteers
- Manage or delegate low-level concerns about staff conduct
- Ensure staffing ratios are met
- Assign a key person to each child in the Early Years Foundation Stage
- Oversee safe use of technology, mobile phones, and cameras in Early Years settings

Role and Responsibilities of the Designated Teacher

Our Designated Teacher takes leadership of promoting the educational attainment of Children with a Social Worker which includes:

- working with Virtual School Heads to ensure funding supports achievement and development through Personal Education Plans
- to carry out their duties in line with [Designated teacher for looked-after and previously looked-after children - GOV.UK](#)
- supporting children under Child in Need or Child Protection Plans, ensuring educational progress is integrated with safeguarding processes. [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK](#)

7. Working with Families

Alongside Keeping Children Safe in Education **Longwill School** adopts the fundamental principal of **working in a child-centred approach within a whole family focus** as promoted in Working Together to Safeguard Children 2023.

Longwill aligns with the Government's Stable Homes, Built on Love strategy, focusing on early help and strong family networks to support every child in a safe, stable and loving home. [Stable Homes, Built on Love](#) We are keen to support families in a strength and solution-based approach, encouraging motivation and confidence to make safe and positive decisions for themselves and their children.

Our principles include, but are not limited to:

Promoting effective partnership working with parents and carers e.g. build strong, positive, trusting, and co-operative relationships by:

- Approaching families and communities with empathy, respect, and creativity
- avoiding reinforcing family shame, suffering, and blame
- understanding how parental trauma may affect family dynamics
- using strength-based approaches to support positive change
- working sensitively to understand the impact of adversity and trauma on children and parents
- adapting responses to meet diverse needs, including fathers, disabled children's carers, and families facing harm outside the home
- considering family background, culture, beliefs, and potential barriers to accessing support
- recognising when parents or carers may not act in the child's best interest, and responding appropriately
- avoiding negative stereotypes and assumptions in decision-making

Communicating effectively, verbally and non-verbally by:

- communicate with respect—be clear, curious, inclusive, and adapt to families' needs
- Provide jargon-free, age-appropriate materials in accessible formats
- Ensure reports and minutes reflect the school's input and include the views of children, parents, and carers
- Support families with translation needs, including access to British Sign Language and other language interpreters

Empowering our parents and carers to participate in decision-making to help, support and protect children by:

- Foster a non-judgmental culture where families feel safe to share their views
- Involve parents and carers in decision-making with clear agendas and relevant information
- Signpost local support services, explain external agency involvement, and outline next steps transparently

8. Confidentiality and Sharing Information

- We partner closely with parents and carers, listening carefully so we fully understand and meet each child's needs.
- We maintain an open culture around sharing information, always applying the correct legal framework. Our Designated Safeguarding Leads know when and how to share details with other agencies.
- We aim for complete transparency: before sharing any concerns, we explain what will be shared, why, and how it will be used, so families can make informed choices.
- When a child's safety or welfare is at risk, we discuss our worries openly and outline the support services available. We encourage families to consent and work collaboratively towards the best outcome.
- If concerns escalate and we need to involve statutory services (for example, the police or children's social care), we will have already discussed the issues and support options with the family. Only in urgent or unforeseen emergencies would a family not have prior warning.

However, for a small number of children, seeking parental consent is not always possible and may place a child or others at risk of harm, for example:

- the child would be placed at increased risk of significant harm through the action of gaining this consent
- there would be an impact on a criminal investigation
- a delay in making the referral would impact on the immediate safety of the child.

Where we must share information without consent for professional or legal reasons, we will inform parents/carers as soon as it is safe and appropriate to do so. We will explain clearly what has been shared, with whom, why it was necessary, and how the information will be used.

If parent/carer or child object but we judge sharing to be proportionate, we will record our decision and the reasons on your child's file.

In cases of alleged child-on-child abuse, we will notify the parents or carers of every child involved. If significant harm or risk is identified, whether in person or online; we will consider referring to Children's Social Care and, if a crime may have been committed, to the Police (see Section 9).

Our Designated Safeguarding Leads will arrange meetings with all parents and carers to discuss incidents, agree safety or risk-management plans, and share ongoing updates. We will respect each child's privacy while reassuring you of the steps being taken.

The [Data Protection Act \(DPA\) 2018](#) does not limit the sharing of information needed to keep children safe. Timely sharing is essential for effective safeguarding, and although we value partnership with families, we will always prioritise a child's welfare and safety when required.

The following principles apply to **Longwill School** confidentiality agreement:

- timely information sharing is essential to effective safeguarding.

- the Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff may share ‘special category’ personal data, such as health records, without consent under the Data Protection Act 2018 if gaining consent is not possible, not reasonably expected, or would place a child at risk. This is permitted under the safeguarding condition.
- staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- if a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - even if a victim does not consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies
 - the DSL will have to balance the victim’s wishes against their duty to protect the victim and other children

The DSL should:

- Inform parents or carers unless doing so would increase risk to the child
- Refer to Children’s Social Care if a child is at risk, in danger, or has been harmed
- Refer reports of rape, assault by penetration, or sexual assault to the Police—even if the alleged perpetrator is under 10

regarding anonymity, all staff will:

Staff should:

- Be mindful of anonymity, witness support, and the criminal process when sexual violence or harassment cases progress through the justice system
- Take all reasonable steps to protect the identity of children involved, including limiting who is informed and ensuring appropriate support
- Consider the risks posed by social media in spreading rumours or revealing identities
- Follow the Government’s *Information sharing advice for safeguarding practitioners* [Information sharing advice for safeguarding practitioners - GOV.UK](#) and its seven key principles when deciding what information to share and with whom

If staff are in any doubt about sharing information, they can seek advice from our Headteacher, DSL or any person in a position of senior leadership or wider DSL team.

9. Recognise and Respond to Abuse, Neglect and Exploitation

Abuse, neglect and exploitation

All our staff are aware of what abuse, neglect and exploitation is and have an understanding of the different types of indicators as outlined in Appendix 3 which could suggest a child is suffering or likely to suffer harm.

We encourage our staff to be professionally curious about what to look out for as this is vital for the early identification of abuse, neglect and exploitation so that we are able to identify children who may be in need of help or protection at the earliest opportunity.

Abuse is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Our staff are aware that children may be abused by an adult or adults or by another child or children.

Physical Abuse

Physical abuse is a form of abuse which 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 (Fabricated Induced Illness FII).

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
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate (**this could include a refusal to learn to communicate effectively with your D/deaf child in their first language i.e. BSL**).
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction
- a child seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing a child to feel frightened or in danger
- exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It can be difficult to recognise emotional abuse and children may not always realise they are

experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.

Sexual Abuse

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
- **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
- **Online 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, women can also commit acts of sexual abuse, as can other children.

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 caregivers)
- ensure access to appropriate medical care or treatment.

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

Exploitation

Exploitation in relation to children refers to the use of children for someone else's advantage, gratification, or profit often resulting in unjust, cruel, and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimisation, oppression or ill-treatment.

Our staff are aware that there are several types of child exploitation, including, but not limited to:

- **Child Sexual Exploitation (CSE):** this is a type of sexual abuse where children are sexually exploited for money, power, or status. It can involve contact and non-contact activities and can occur without the child's immediate recognition; this is due to their grooming by the abuser.

- **Child Labour Exploitation:** this involves the use of children in work that is harmful to their physical and mental development. It deprives them of their childhood, potential, and dignity.
- **Child Trafficking:** children are recruited, moved, or transported and then exploited, forced to work, or sold. They are often used for forced labour, sexual exploitation, or illegal activities.
- **Child Criminal Exploitation (CCE):** this is where children are involved in activities of a criminal nature, often in gangs. They may be forced or manipulated into committing crimes, such as selling drugs or stealing.

Safeguarding Issues and Specific Forms of Abuse

All our staff understand that children can be at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), drug taking and/or alcohol misuse, criminal exploitation, child sexual exploitation, serious youth violence, county lines, radicalisation, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) and can put children in danger.

Staff are aware that Extra Familial Harms can present online, in a child's environment/neighbourhood, school and any place/space that children occupy or access such as:

- Child abduction
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Children and the Court system
- Children absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual violence and Sexual harassment between children in schools
- Serious Violence
- FGM and the mandatory reporting duty for teachers
- Forced marriage.

Child-on-Child Abuse

At *Longwill School*, we know that children can cause harm to other children. As a school we have a zero tolerance of child-on-child abuse and create a culture of keeping an open mind and attitude that

“it could happen here.” Our staff are aware that even if no reports are being made in our school, it does not mean it is not happening.

Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or suggested to be jovial or part of growing up as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- 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
- 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
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- 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).

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They may also experience it within their own intimate relationships.

Our staff understand that these experiences can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

Our staff are aware that domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse and that anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Female Genital Mutilation (FGM)

Keeping Children Safe in Education (2025) explains that FGM includes ‘*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.*’

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting,' 'circumcision' or 'initiation.'

Our teachers are aware of their mandatory reporting duty and the requirement to immediately contact the Police if they are

- informed by a girl under 18 that an act of FGM has been carried out on her
- observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth).

The duty for teachers above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, teachers know they must report to the DSL who will follow local safeguarding procedures.

Our members of staff who are not teachers, are aware that if they suspect a child is at risk or that FGM has been carried out, they should report this to the DSL immediately.

Prevent and concerns about extremism

Longwill School is aware of our duty under section 26 of the [Counter-Terrorism and Security Act 2015](#), in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*" (known as the Prevent duty).

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised [Prevent duty guidance: England and Wales \(2023\)](#) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services or [Channel](#), the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

Concerns about mental health

Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing mental health or be at risk of developing one.

If a staff member has any concern about a child's mental health, they must speak to the DSL, who will assess the level of risk and, if needed, involve the school's Mental Health Lead.

For low mood, anxiety or low self-esteem, the Mental Health Lead may suggest self-accessed support via approved wellbeing websites or apps. If concerns persist, the DSL and Mental Health Lead will meet with the child and their family to explore further support.

If someone is experiencing suicidal thoughts but they do not need physical input from A&E then consideration will be given to accessing support from the SPA/Crisis team. If a referral for targeted mental health support is required then a referral through SPA will be made.

If, however, a child is at immediate risk the school will recommend they need to be sent to A&E or dial 999.

Staff are to follow Longwill School procedures and report to the DSL and record on the electronic system: Behaviour Watch.

The DSL will liaise with the HT and Children's Advice and Support Service CASS. Mental health first aiders are Aimee Burton/ Claire Collins

What all staff need to do to respond if abuse, neglect and exploitation is suspected or been disclosed.

At **Longwill School** we adopt a whole school approach and safeguarding is everyone's responsibility. Staff and volunteers, and governors must comply with our safeguarding procedures as set out below:

Concerns about child-on-child abuse

In most circumstances, incidences of pupils hurting other pupils will be dealt with under our school's behaviour policy <https://www.longwill.bham.sch.uk>. Our safeguarding and child protection policy will apply to all incidents that raise safeguarding concerns where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol

- involves sexually inappropriate language. sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a pupil alleges abuse by another pupil:

- Staff must log the concern on Behaviour Watch and inform the DSL—staff should not investigate.
- The DSL will assess next steps, which may include speaking with the child and parents, consulting with the Local Authority, and referring to Children’s Services, Police, or CAMHS if needed.
- A risk assessment or safety plan may be created for all children involved, including victims, alleged perpetrators, and others affected—covering all school settings, including off-site activities and transport.
- The DSL will share concerns with families, seek their views, and request consent to involve other agencies where risks or unmet needs are identified.
- If the allegation involves a criminal offence, the school must report it and work with the Police and other services to manage risk. Consent will be sought but may be overridden if necessary to protect the child.
- DSLs will ensure all child-on-child abuse concerns are taken seriously, handled fairly, and proportionately, with minimal disruption to education unless safety requires adjustments.

Creating a culture where children feel safe in school and minimising the risk of all forms of abuse.

We recognise the importance of taking proactive action to minimise the risk of any form of abuse, neglect and exploitation irrespective of from whom and where this comes from, including child-on-child abuse. Creating a supportive environment where children can feel confident in reporting incidents is key to our safeguarding culture in **Longwill School**.

We expect all staff to:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ensure pupils are able to easily and confidently report abuse using our reporting systems on our electronic system: Behaviour Watch and report to DSL.
- reassure victims that they are being taken seriously
- be alert to reports of sexual violence or harassment that may highlight wider issues in school or the community, and respond by reviewing policies, curriculum, or sharing concerns with safeguarding partners.
- support children who witness sexual violence, ensuring all involved—including victims, alleged perpetrators, and witnesses—are protected from bullying or harassment.

- consider intra-familial harms (adults close to the child and family) and any necessary support for siblings following a report of sexual violence and/or harassment.

Our staff are trained to understand:

- how to recognise the signs of child-on-child abuse, and know how to identify it and respond to reports
- even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an open mind and attitude of “it could happen here”
- if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told; and always speak to the DSL should they be unclear
- children may not always make a direct disclosure and therefore they must be aware that:
 - children can show signs or act in ways they hope adults will notice and react to; it may be that their difficulties emerge from behaviour when they do not have the language to express themselves
 - a friend of the child may share information to a staff member or make comments; professionally curiosity is key, do not fear exploring the information and asking open ended questions
 - staff overhear a conversation between children
 - a child’s behaviour may change suddenly with no clear reason or precipitating event that might offer some explanation
 - some children can face additional barriers to telling someone, for example they have a disability, special educational need, age gender, ethnicity and/or sexual orientation etc.
 - one child’s concerning/abusive behaviour towards another could be an indicator of that child having been harmed themselves.

If a child makes a disclosure to a member of staff or volunteer

All staff are aware they should always be prepared as children can disclose spontaneously to anyone anywhere.

Longwill School serves a diverse community and recognises that not all children or families have the language, understanding or resilience to express difficulties. We prioritise support for Deaf children, those with special educational needs, and families for whom English is not a first language—ensuring every child can share their voice, wishes and feelings.

Children’s voices are central to our ethos. Staff build trusting relationships, listen with curiosity and respect, and consider each child’s background and protected characteristics. We aim for children to feel safe, heard and supported.

Our staff are proficient in British Sign Language, helping pupils communicate openly. We also recognise that children may not always understand or be ready to share experiences of abuse, neglect or exploitation.

We listen to children by:

- **ensuring all staff are proficient in British Sign Language**
- showing patience regardless of a child's age as we know they can find it hard to find the words to express themselves
- encouraging children to tell their story in their own words
- avoiding the use of leading questions or suggesting what may have happened, instead we maintain genuine curiosity, and only ask open-ended questions / prompts.

We reassure children by:

- making sure a child does not feel they are in trouble and that they have done the right thing in speaking to staff
- we let a child know it is not their fault as children are often made to feel blame by those harming them
- never promising confidentiality and being transparent about our obligations to share information if we are concerned that they are at risk of harm
- helping children to understand how we plan to support them and their family and let them know what action we will need to take next to support them.

Recording concerns

Staff understand that reporting concerns is a key part of safeguarding. They must:

- Record all concerns on Behaviour Watch clearly and factually, using the child's own words
- Inform the DSL promptly—immediately if the child may be at risk of harm

All safeguarding information is confidential and must only be shared with the DSL, who may hold wider context and decide on next steps. Staff do not discuss concerns outside the formal process unless directed by the DSL. This ensures swift action and protects the child's privacy.

At Longwill School, we are committed to making children feel safe and supported when sharing worries—whether about home, school, online experiences, or others. Staff listen with care and know how to respond appropriately.

Children may share everyday anxieties or deeper concerns that suggest they or their family need help. In all cases, staff follow clear reporting procedures to ensure the right support is provided.

Any member of staff, including supply teachers, contract workers, volunteers, governors/trustees and visitors at Longwill School who has any concerns about a child's welfare should:

- maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. Never promise a child confidentiality
- reassure the child they have done nothing wrong and if appropriate explain to them how they will be supported and who you will need to share information with

- record what the child or others have disclosed using their language - or describe what you have seen or suspect and your rationale for this. Also ensure you make a note of any injuries observed or described by the child **on Behaviour Watch body map**
- consider if the child needs medical attention and if so, prioritise ensuring they receive this
- you must never delay reporting your concerns about the welfare of a child and always act immediately by reporting/speaking to the school's DSL/deputies
- record what the child or other has disclosed in their language or describe what you have seen or suspect and your rationale for this (*if it is the latter two*)

The DSL or deputies will:

- use *Right Help, Right Time* and the *Continuum of Need* to assess concerns, review the child's history, and identify patterns that may indicate risk
- Speak with the child to understand their wishes and feelings, and contact parents or carers—unless doing so may increase risk (e.g. if abuse is suspected within the home)
- Refer to Children's Social Care if significant harm or risk is identified, and report to the Police if a crime has occurred; consent will be sought where appropriate

What will the Local Authority Children's Social Care do?

When a referral is made, a social worker should respond within one working day to acknowledge receipt and decide on next steps. This may include:

- Determining if the child needs immediate protection
- Identifying what support services the child or family may need
- Assessing the child under Section 17 of the Children Act 1989 if they are in need
- Investigating under Section 47 if there is reason to suspect significant harm
- Requesting further specialist assessments to inform next actions

If no response is received, the DSL or deputies must follow up.

Anyone working or volunteering with children can make a referral. In emergencies, if the DSL is unavailable, staff must follow the emergency safeguarding process without delay

Making a referral to Children's Services and/or requesting support

What children and young People need to know and do to report safeguarding concerns (abuse neglect and exploitation)

At Longwill School, we're here to listen—any time, about anything. Your concerns matter, no matter how small they may feel.

Our pledge is:

- **Our Promise to You**
- You'll have a quiet, private space to talk
- We'll listen without judgement and try to respect your wishes
- We'll be honest: if we're worried about your safety, we may need to tell other adults who can help, but we'll explain everything clearly
- We'll keep things private unless sharing is needed to keep you safe
- If you or your family need extra support, we'll help you access it
- You'll have a named mentor you can go to when things feel difficult
- We'll do all we can to make school a safe, happy place where you can learn and enjoy time with friends

What you can do to report concerns:

- You can speak to any trusted adult in school. You can also talk to Miss Rosser, Mrs Jackson or Miss Firstbrook—they're here to help keep you safe and well.

If you are being abused, neglected or exploited you can **Text SHOUT: 85258**. **BSL video chat: [childline.org.uk](https://www.childline.org.uk)**.

If you are in immediate danger and/or think a crime has/is being committed, you can call the Police on **999** or you can use the **999 BSL app to connect with a BSL interpreter via video for emergencies**.

You can contact the NSPCC Helpline by calling 0808 800 5000 or email: help@nspcc.org.uk

Risk management and safety planning

The DSL, supported by the deputy DSL, leads on managing risks posed by alleged perpetrators while also offering support. Our aim is not to label children, but to uphold the Behaviour Policy and maintain a safe, respectful environment for all.

Plans will be tailored to each child's needs, balancing safety with continued access to education. Risk strategies may be implemented even while external investigations (e.g. by Police or Children's Services) are ongoing.

Longwill School will always carry out its own assessment, informed by the needs of our pupils and the guidance from other agencies, to ensure all children and staff remain protected.

Each case is considered individually, including:

- Whether school action could interfere with a Police or Children's Services investigation

- Whether it's appropriate to form a school-led view while an independent investigation is underway.

10. Online Safety and Filtering

At Longwill School, we recognise the importance of protecting children from harmful online content and interactions. Technology plays a major role in safeguarding and wellbeing, and we take a proactive approach to keeping our community safe.

Our school aims to:

- Using robust filtering and monitoring systems to protect pupils, staff, volunteers and governors
- educating everyone in our school community to use technology safely and responsibly
- setting clear mobile phone guidelines for pupils and staff
- having clear procedures to identify, respond to and escalate online safety concerns

We address four key areas of online safety as identified in Keeping Children Safe in Education 2025:

Content – exposure to harmful material (e.g. pornography, fake news, extremism)

Contact – harmful interactions (e.g. grooming, exploitation, online pressure)

Conduct – unsafe behaviour (e.g. sharing explicit images, cyberbullying); and

Commerce – financial risks (e.g. scams, gambling, phishing)

To meet our aims and address the risks above, we will educate pupils about online safety as part of our curriculum. For example:

- the safe use of social media, the internet and technology
- keeping personal information private
- how to recognise unacceptable behaviour online
- ensuring children know not to meet up with a person they have met online without a safe adult
- how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

We will also:

- train staff, as part of their induction, on how to keep themselves safe online as well as children, in line with the school's online safety policy This needs to include issues for example: cyber-bullying, the risks of online radicalisation, and the roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required at least once each academic year
- educate parents/carers about online safety through letters and emails sent directly to them. We will also share clear procedures with them so they know how to raise concerns about online safety

- staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- staff will not take pictures or recordings of pupils on their personal phones or cameras.
- make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- explain the consequences we will use if a pupil does not use the internet appropriately.
- ensure staff, pupils and parents/carers are aware that appropriate staff designated by the Headteacher, have the power to search pupil's phones, as set out in the DfE's guidance on searching, screening and confiscation if there is a concern regarding a child's safety or a crime in which case the Police will be contacted
- put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems. –
 - Content Risk – Seeing harmful or upsetting material online.
 - Contact Risk – Being approached or messaged by unsafe people.
 - Conduct Risk – Acting in ways that hurt others or yourself online.
 - Commerce Risk – Being tricked into spending money or sharing details.
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and Technology policies which can be found on our website (www.longwill.bham.sch.uk)

11. Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers and contractors

Section 11 of the 2004 Children's Act places an expectation on our school to have a clear policy in line with the BSCP Child Protection & Safeguarding procedures for dealing with allegations against staff who work with children. All staff based within our school will be considered to be in either a position of trust or working with children.

A 'position of trust' is one in which a teacher or other member of staff/volunteer is in a position of power or influence over a child, by virtue of the work or nature of activity being undertaken. [The Sexual Offences Act 2003 \(ss.16-24\)](#) and/or [Crown Prosecution Service Website](#) sets out detailed definitions and a range of criminal offences associated with abuse of such a position.

A person aged 18 or over is said to be in a position of trust in relation to students at the school/college if they:

- look after children at the school. "Looking after" is defined as regularly involved in caring for, training, supervising or being in sole charge of such persons
- a professional who has power and authority in a child's life and may have a key influence on their future is regarded as being in a 'position of trust'
- such a person will have regular contact with the child and may be acting in loco parentis.

The Police, Crime, Sentences and Court Act (August 2022) extended the roles which fall into the definition of 'Position of Trust' within the Sexual Offences Act (2003). The new legislation makes it an offence for anyone who coaches, teaches, trains, supervises or instructs a child under 18, on a regular basis, in a sport or a religion to engage in inappropriate relationships with those children/young people.

On receipt of any information which raises a concern about any of our staff, the Headteacher, or Chair of Governor, will consider whether the information suggests it is the following:

Allegation is a claim or assertion that someone has done something illegal or wrong, typically one made without proof. The threshold for an allegation that is considered by the LADO is wider than those in which there is reasonable cause to suspect a child is suffering, or likely to suffer, harm. The LADO threshold is, in respect of all people working or volunteering with children in a position of trust, where they have:

- 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
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any information or concern which meets the above threshold should be referred to the LADO service prior to the school taking any action.

Concern about the Quality of Care/Practice is an accusation, not of a child protection nature, that the care/practice provided to a child does not meet the standards expected and is about the level of value provided by any care/practice resource, as determined by some measurement. As with quality in other fields, it is an assessment of whether something is good enough and whether it is suitable for its purpose.

These types of concerns should be addressed internally using performance management processes.

Complaint is a statement that something is unsatisfactory or unacceptable. A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought.' A complaint therefore can be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action.'

These issues must be addressed through internal complaints policy and procedures.

When concerns/allegations meet the harm threshold **Longwill School** are required to comply with both Part Four of KCSiE and also Birmingham Safeguarding Children Partnership procedures manual section [Allegations Against Staff or Volunteers](#)

All staff and volunteers at **Longwill School** required to immediately report any level of concerns about behaviour and/or conduct of adult working/volunteering with children towards a child to leadership and management. This includes reporting adults who are providing out of school activities/leasing **Longwill School** facilities.

What happens next

Headteacher may undertake initial inquiries to gather key information. They will assess whether the allegation meets the LADO threshold, if it does they will make a referral to LADO giving consideration to our staff code of conduct, managing allegations policy and [BSCP Allegations Against Staff or Volunteers procedures](#). If necessary, they will complete a LADO referral within one working day.

If the allegation does not meet the harm threshold for LADO, our Headteacher will follow the school's Low Level Concerns policy.

Role of LADO

- **Case management** - oversee the process and ensure it is working, not to investigate.
- **Consultation** - provide advice and guidance to employers and voluntary organisations.
- **Monitoring** - the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.
- **Liaison** -with the Police, Children's Services and other partner agencies (managers of the subject of allegation).

Role of school's Case Manager, includes:

- clarify facts of the concerns/allegation (not investigate) before contacting the LADO
- take part in Strategy Meetings to liaise with other partner agencies
- undertake internal planned inquiries/fact finding
- take part to review the progress of the case in which there is a Police officer investigation
- operate a thorough disciplinary process when appropriate
- ensure a properly managed conclusion and outcome to process.

LADO Principles and Response

Timeliness - any allegation of abuse must be dealt with fairly, quickly and consistently in accordance with the safeguarding and child protection procedures, this is best practice to provide immediate

safety for child/ren and make safe arrangements for the person who is the subject of the allegation. It is crucial that employers **make a referral to LADO within one working day**.

Objectivity - it is not permissible for a member of staff to conduct (though their involvement may still be required) an enquiry about suspicion or allegation of abuse with respect to a:

- relative
- friend
- colleague, supervisor/supervisee or someone who has worked with her/him previously in any of these capacities.

If, following the conclusion of child protection processes, further enquiries are pursued for the purpose of disciplinary, regulatory or complaint investigation, they should be arranged in a way that avoids the repeated interviewing of children or other vulnerable witnesses.

Confidentiality - information about an allegation must be restricted to those who have a need to know in order to:

- protect children
- facilitate enquiries
- avoid victimisation
- safeguard the rights of the person about whom the allegation has been made and others who might be affected
- manage disciplinary/complaints aspects.
- A media strategy should be developed with no improper or inadvertent releases of information to the media, in accordance with the Association of Chief Police Officers (ACPO) guidance (now known as [The National Police Chiefs' Council \(NPCC\)](#))

Concerns that DO NOT meet the harm threshold - Low-Level Concerns (LLC)

Schools must have a clear policy for handling concerns that fall below the LADO harm threshold, known as low-level concerns. While termed "low-level," this does not diminish their seriousness. These concerns still require safeguarding oversight and appropriate action through internal procedures.

Repeated or patterned LLCs, even if individually minor, may signal a staff member's unsuitability or potential risk to children.

At Longwill School, leadership addresses LLCs through our internal processes. If a staff member breaches the code of conduct, we assess the impact on the child and, where necessary, consult our HR service:

- ensuring staff are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level safeguarding concerns
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping identify any weakness in the school's safeguarding system.

Low-Level Concerns Policy – Longwill School

Our LLC policy builds on Longwill School's staff behaviour guidance and code of conduct. Concerns may arise from suspicion, complaints, disclosures (by children, parents, staff, or others), or vetting checks. Low -Level policy can be found www.longwill.bham.sch.uk

- Staff are encouraged to speak openly with leadership about any concerns regarding adults working or volunteering with children. We share information responsibly, on a need-to-know basis, and record/store it confidentially.
- We promote a transparent culture to identify inappropriate behaviour early, reduce risk, and reinforce professional boundaries aligned with our school's values.
- The case manager follows the same principles and reporting process as for concerns meeting the harm threshold. If unsure whether a concern meets the LADO or LLC threshold, we consult HR and the LADO.
- Clear codes of conduct and procedures are in place to manage concerns that fall below the LADO threshold.

After-school clubs, community activities and tuition: safeguarding guidance for providers

Longwill School have a legal duty of care to ensure we maintain a safe environment for children. If we receive an allegation or concern relating to an incident that has happened when an outside individual or organisation are using our school premises, we will ensure that we follow our school's safeguarding and child protection procedures, which includes reporting allegations to the LADO, Children's Social Care and Police if a crime has been committed.

It is the role of **Longwill School** governing body to ensure any organisation that hires the school premises is compliant with the guidance set out in [Out-of-school settings: safeguarding guidance for providers - GOV.UK](#) In particular we have embedded within our lease agreement with external organisations the standards and expectations for them to provide evidence and assurance of their safeguarding and child protection procedures.

Other complaints

If any of our stakeholders are not satisfied with any aspects of how we implement and comply with safeguarding policies and procedures, our school Complaints Procedures can be found on our school website at: www.longwill.bham.sch.uk

Whistleblowing

At Longwill School we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns they have about poor or unsafe practice, concerns or allegations against staff or the school's safeguarding practice and arrangements so they can be addressed appropriately.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding procedures and arrangements.

Examples where Whistleblowing may apply:

- pupil's or staff member's health and safety are being put in danger
- failure to comply with a legal obligation or statutory requirement
- attempts to cover up the above, or any other wrongdoing that is in the public/school interest
- do not delay! Your concerns should be taken seriously and investigated, and your confidentiality respected
- you should report your concern to the Headteacher/other members of the SLT, and if concerns are about the Headteacher, report to the Chair of the Governing Board: **Mrs Caroline Lane**

If, for any reason, there are difficulties with following the above procedure, you can whistle blow directly to Children's Services and/or the Police on 999, or to the NSPCC Whistleblowing Helpline 0800 028 0285 help@nspcc.org.uk

12. Record Keeping

Longwill School securely stores all records in line with our retention schedule. Safeguarding concerns, discussions, decisions, and their rationale must be recorded in writing. If unsure, staff should consult the DSL.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- a clear summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached, and the outcome.

Each child's safeguarding records are kept in a separate file (paper or electronic). Non-confidential records are accessible; confidential records are securely stored and restricted to those with a professional need to know.

Safeguarding records are transferred to the child's next setting and retained until age 25, or 31 if an EHCP is in place (IRMS, 2022).

Following the conclusion of the Independent Inquiry into Child Sexual Abuse (IICSA), schools are no longer required to retain sexual abuse records indefinitely. However, Longwill School adopts **Recommendation 17**, retaining such records for 75 years with periodic review, in line with future ICO guidance.

Receiving in and transferring pupil records to other education provision

When a child with safeguarding concerns moves to another school, the DSL will securely transfer their safeguarding file separately from the main pupil file:

- Within 5 days for in-year transfers
- Within the first 5 days of a new term

For significant or complex cases, or where social services are involved, the DSL will speak directly with the receiving DSL to support the child's transition and safety.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy (75years for sexual abuse allegations or cases)
- secure and appropriate system to archive with restricted access
- we have written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

Appendix: Links to useful information

Local:

[Birmingham Safeguarding Children Partnership](#)

[Birmingham Children's Trust](#)

[Birmingham City Council - Children, Young People & Families](#)

[BCC Corporate Safeguarding Policy](#)

[BCC No Platform Policy | Birmingham City Council](#)

BCC School Safety Plan re children who pose a risk to others



CPR2C Form v2.docx

Use of Artificial Intelligence in education

[Generative artificial intelligence \(AI\) in education \(DfE\)](#)

[Using AI in education: support for school and college leaders \(DfE\)](#)

Online safety:

[NSPCC online-safety-for-schools](#)

[National Child Exploitation & Online Safety Centre](#)

[Bristol online-safety-and-cyber-crime resources](#)

[Hampshire online safety resources](#)

Safer Recruitment:

[Staffing and employment: advice for schools \(DfE\)](#)

[Safer Recruitment Consortium guidance](#)

To be added when published:

- Guidance document for educational establishments in Birmingham in the event of a suspected suicide in a school community
- Critical Incident Guidance for Schools