



**Longcause Community
Special School**

Safeguarding and Child Protection Policy

Signature of Head:	Faye James
Date:	01/09/2026
Signature of Chair of Governors:	Fred Jenkins
Date:	01/09/2026
Agreed by the Governing body on:	01/09/2026
Minute Reference:	322

Reviewed by:	Faye James
Review date:	01/09/2026
Checked by:	Jade Johnson-Sweet
Master file location:	Admin Shared Drive
Next review date:	Sept 2027

Changes made September 2026:

Section 5.5

Updated to reflect KCSIE 2026 requirements, strengthening the policy in relation to mental health as a safeguarding concern, including self-harm, suicidal ideation and suicide risk. Added guidance on recognising potential warning signs, responding appropriately to concerns, escalation to the DSL/DDSL, and procedures for urgent and emergency mental health situations. Wording has also been included to ensure changes in presentation are considered in the context of pupils' individual SEND and communication needs.

Section 6.1

Removal of: *Those staff who do not work directly with children must read and ensure they understand Annex A of KCSiE.* All staff must now read Part 1 of KCSIE in full.

Section 9

'Early Help' renamed to 'Early and Family Help'. Updated to reflect KCSIE 2026, including the new Family Help terminology, clearer referral and escalation thresholds, identification of children who may need additional support, and strengthened expectations for multi-agency working and ongoing review.

Section 16.2

Updates to reflect terminology in KCSIE 2026.

Section 16.5

Updates to reflect terminology in KCSIE 2026.

Section 18

Updated to reflect KCSIE 2026 guidance on children questioning their gender, including parental involvement, professional curiosity, social transition decision-making, recording and review of decisions, bullying, single-sex facilities and participation in sport.

Changes made September 2025:

- **Section 17**
 - 'Content' section of Online Safety updated to include misinformation, disinformation (including fake news) and conspiracy theories as updated in KCSIE 2025.
- **Section 18**
 - Removed 'autism spectrum disorder' and used the term 'autism', to align with the SEND Code of Practice and KCSIE 2025.
- **5.5**
 - Mental health definition updated in line with KCSIE 2025
- **5.11**
 - Added section on pupils in Alternative Provisions
- **Throughout**
 - Plymouth's Families First (Children's Services) replaces MASH professional line
- **10.1**
 - KCSIE 2025 is referenced

Safeguarding and Child Protection Policy

This policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. It covers more than the contribution made to child protection, in relation to individual children. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint. These include:

The Single Central Record of identity, qualification, and vetting checks for all staff and volunteers.

Safer Recruitment and selection Policy

Allegations of abuse made against staff including low level concerns Policy

Staff code of conduct including acceptable use, mobile phone use and online safety

GDPR Policy and Privacy notice

Attendance policy

Curriculum policy

Online safety policy

Behaviour and emotional support policy

Anti-bullying policy

Equality policy

Relationships and sex education policy

Health and safety Policy

First aid policy

Designated teacher for looked after and previously looked after pupil policy

Whistleblowing policy

Table of Contents

1. Key Contacts for safeguarding and child protection at the school	4
2. Aims and Purpose	6
3. Statutory Framework	8
4. Safeguarding Children	9
5. Children at Greater Risk of Harm	11
6. Roles and Responsibilities	16
7. Communication with Parents and Carers	19
8. What to do if you are Concerned About a Child	20
9. Early Help	23
10. Safeguarding Concern or Allegation against Adults	24
11. Complaints and whistleblowing	26
12. Recruitment and Selection of Staff	27
13. Training and Induction	27
14. Abuse, neglect and exploitation	29
15. Safeguarding Pupils who are Vulnerable to Extremism	30
16. Specific Safeguarding Concerns	32
17. Online safety and Cyber Crime	41
18. Pupils who are lesbian, gay, bisexual or gender questioning	44
19. Information sharing, record keeping and confidentiality	45
20. Transfer and Archiving of Records	46
21. Use of school premises for non-school activities	47
22. Health and Safety	47
23. Equal Opportunities	48
24. Monitoring of the Policy	48
Appendix 1: Staff Guidance	49
The purpose of the assessment is to:	50
Section 47 enquiries	50
Additional Guidance for all staff on dealing with disclosure	57
Appendix 2: the school's statutory duty and guidance documents	59
Appendix 3: Lead DSL Job Description	59
Appendix 4: Deputy DSL Job Description	63
Appendix 5: Termly Safeguarding Report to Governors	66
Appendix 6: Annual Safeguarding Report to Governors	66

1. KEY CONTACTS FOR SAFEGUARDING AND CHILD PROTECTION AT THE SCHOOL

1.1 In school Contact Numbers and Emails

Designated safeguarding lead (DSL) - Faye James

Contact Email	fjames@longcause.plymouth.sch.uk
Telephone	01752 336881
Out of school hours	07971529495

Deputy designated safeguarding lead (DDSL) - Trudi Skinner, Jade Johnson-Sweet, Grace Sanders, Kelly Shaw

Contact Email	trudi.skinner@longcause.plymouth.sch.uk jade.johnson-sweet@longcause.plymouth.sch.uk gsanders@longcause.plymouth.sch.uk kelly.shaw@longcause.plymouth.sch.uk
Telephone	01752 336881
Out of school hours	Jade - 07850937972

Designated Teacher for looked after children (LAC) - Grace Sanders

Contact Email	gsanders@longcause.plymouth.sch.uk
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Online safety lead - Trudi Skinner

Contact Email	trudi.skinner@longcause.plymouth.sch.uk
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Senior mental health lead - Trudi Skinner

Contact Email	trudi.skinner@longcause.plymouth.sch.uk
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Nominated governor for safeguarding and child protection - Fred Jenkins

Contact Email	fred.jenkins@longcause.plymouth.sch.uk
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Chair of Governors - Fred Jenkins

Contact Email	fred.jenkins@longcause.plymouth.sch.uk
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Local Authority designated officer (LADO) - Liz Best (Mon-Weds) and Sally Parma (Thurs-Fri)

Contact Email	LADO@plymouth.gov.uk
Telephone	01752 307569

NSPCC National Helpline	0808 800 5000
National Domestic Abuse helpline	0808 2000 247

1.2 Local Authority Safeguarding Contact Numbers and Emails

During Office Hours	
Contact Email	MASH@plymouth.gov.uk
Telephone	01752 668000

Out of Office Hours	
Telephone	01752 346984

If you have concerns about an individual or group being radicalised, planning acts of violence or behaving suspiciously, you can call Police on 101 to report your concerns. All calls are dealt with sensitively and you can ask to speak with a Prevent officer if you prefer.

You can also call the Police Prevent Team directly during office hours on 01392 225130

If there is an immediate threat to life always dial 999

2. AIMS AND PURPOSE

Longcause Community Special School fully recognises its responsibilities for safeguarding children. Our pupils' welfare and safety are at the heart of our school's ethos and in everything we do.

In this policy, a 'child' means all children and young people below 18 years of age.

In accordance with relevant law and guidance, this policy details our procedures for safeguarding and child protection.

It is applicable to the whole school community.

Keeping Children Safe in Education (DfE, 2025) defines safeguarding as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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.

At Longcause Community Special School we adopt a child-centred, whole school approach to safeguarding, ensuring that safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection/ safeguarding.

All staff and volunteers will ensure that their approach and actions are child-centred– putting the wishes and feelings of victims at the heart of any safeguarding response. This means that they'll always consider what is in the best interests of the child.

We will work together with our safeguarding partners (Local Authority, and Chief of Police for our LA area) to safeguard and promote the welfare of local children, including identifying and responding to their needs.

In safeguarding Longcause pupils, our aim is to prevent, protect and support. We realise this aim through:

- Ensuring our ethos provides an environment of safety; where pupils feel secure, are encouraged to talk, are listened to, and encouraged to engage in early help and support, when they have a worry or concern.
- Ensuring that all staff and volunteers understand their responsibilities regarding safeguarding and child protection and maintain an attitude of 'it could happen here', where safeguarding is concerned.
- When concerned about the welfare of a child or young person, the adults working with the pupil will always act in the interests of that child/young person.
- Supporting and training the adults within Longcause, to ensure they respond in a child-centred, coordinated manner, when faced with a concern about a pupil's safety or well-being (including how to listen and what to do if a young person makes a disclosure).
- Ensuring that every pupil understands they can report any concern to any member of staff, knowing they will be believed and never made to feel like raising a concern is a problem.

- Ensuring that staff listen to victims well, and know how to report any concerns about child-on-child abuse.
- Having a procedure to deal with any issues of child-on-child abuse that includes a robust and credible reporting system, which is well-promoted, accessible and simple to understand.
- Ensuring a zero-tolerance attitude towards any form of child-on-child harassment or sexual violence, and appropriate responses to issues we encounter, never adopting the attitude that sexualised harassment is 'just banter' or 'boys being boys'.
- Staff must understand that harassment and sexual violence may be occurring even if no formal reports have been made.
- Providing a curriculum to help our pupils identify unsafe attitudes, behaviours and situations; enabling them to assess risk and the potential for harm, and seek support appropriately.
- Ensuring our teaching follows best practice in delivering safe and effective education. Ensuring we teach pupils to keep themselves safe, including online, from all forms of abuse, bullying, harassment, or exploitation.
- Taking swift and appropriate action, should there be a risk of, or evidence of, harm to a pupil.
- Working in partnership with parents, carers and other agencies, to safeguard pupils at risk of, or experiencing, harm (in line with 'Working Together to Safeguard Children (2023)').
- Supporting pupils who are subject to child protection plans, and contributing to the implementation of the plan.
- Ensuring that the cohort of pupils who have a social worker, or have been or are currently looked after, are supported to stay in education and achieve good educational outcomes.
- Keeping meticulous, written records of concerns about pupils, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
- Ensuring the suitability of all staff, through safe recruitment practice, and maintaining an accurate and up-to-date Single Central Record.
- Maintaining clear procedures, in line with the latest guidance for reporting allegations against staff members.
- Ensuring that parents and carers are aware and understand/also have an understanding of the responsibility placed on the school, and its staff, for safeguarding and child protection.
- Maintaining awareness of those pupils who are persistently absent or missing from school, notifying the Local Authority in line with 'Children Missing Education' protocols.

Longcause acknowledges that children and young people sometimes suffer abuse from those who should be caring for and protecting them. Abuse can take place within any socio-economic group and can occur at home or in institutions, such as schools, other educational providers, scouts and guides, religious communities and sports groups.

Furthermore, we recognise that:

- Some pupils are at increased risk of abuse.
- Some pupils face additional barriers with respect to recognising or disclosing abuse.

The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all pupils have the same protection. We give special consideration to pupils who:

- Have special educational needs (SEN) or disabilities (further information is in Section 20).
- Are young carers.
- Show signs of mental health problems.
- Are missing education.
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Have English as an additional language.
- Are known to be living in difficult situations e.g. where there are issues at home, such as substance abuse/misuse, domestic abuse, or where a family member is in custody or has mental health needs.
- Are at risk due to either their own or a family member's mental health needs.
- Are within the care system and are looked after, or have been previously looked after, or have a social worker.
- Have a parent/carer who has expressed an intention to remove them, from school, to be home- educated.

3. STATUTORY FRAMEWORK

To safeguard and promote the welfare of children, Longcause will act in accordance with the following legislation and guidance:

- Keeping Children Safe in Education (DfE, September 2025)
- Working Together to Safeguard Children (DfE 2023)
- Plymouth Children Safeguarding Partnership (PCSP) Procedures
- Maintained schools governance guide (DfE, updated June 2025)
- The School Staffing (England) Regulations 2009
- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Prevent duty guidance: England and Wales (2023)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018
- Equality Act 2010 (including the Public Sector Equality Duty)
- The Human Rights Act 1998
- Apprenticeships, Skills, Children and Learning Act 2009
- The Education and Training (Welfare of Children) Act 2021
- Teaching Online Safety in Schools, 2019, DfE.
- Filtering and monitoring standards for schools and colleges (2023)
- Information sharing: advice for safeguarding practitioners (DfE, 2024)
- Harmful sexual behaviour in schools and colleges (DfE, 2024)
- Teaching Standards

A full list of the guidance this policy has referred to, and which staff can refer to for further information, can be found in Appendix 2: 'Guidance Documents'.

The statutory provisions which place a duty on schools to protect (safeguard) children are different for different provisions. Longcause's policy complies with regulations for Maintained schools and Early Years Providers as well as children under the age of 8.

Maintained schools and all local authorities' duty to safeguard, and promote the welfare of pupils, is set down in Section 175 of the Education Act 2002. This is complemented by the provisions in the School Staffing (England) Regulations 2009, which set out requirements around pre-employment checks, and by the detailed expectations in Keeping Children Safe in Education (DfE, 2025), which specifies exactly what information must be recorded on the Single Central Record. It is also the provision which sets out the requirement for at least one person, conducting an interview, to be trained in safer recruitment techniques.

Longcause's policy also reflects the requirements of the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

It also reflects the provisions of the Statutory Framework for the Early Years Foundation Stage which deals with safeguarding and welfare in the childcare sector.

4. SAFEGUARDING CHILDREN

Longcause recognises that safeguarding covers a broad range of areas and it aims to achieve the following:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health and/or development.
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Enabling children to have optimum life chances, so they can enter adulthood successfully.

Safeguarding and Child Protection Policy

- Taking action to enable all children to have the best outcomes.

Child protection refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

5. CHILDREN AT GREATER RISK OF HARM

The governing body recognise that whilst all children should be protected, there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

The governors recognise that the cohort of pupils at Longcause often have complex needs and are aware of the additional risk of harm our pupils may be vulnerable to.

The governors will have regard to the following statutory guidance

Alternative provision – DfE Statutory Guidance, and

Education for children with health needs who cannot attend school – DfE Statutory Guidance

5.1 Looked after children

All staff in Longcause will have an awareness of issues around safeguarding 'looked after' children. The leadership team will ensure that staff have the skills, knowledge, and understanding necessary to keep 'looked after children' safe. Staff are aware that 'looked after children' (and those previously looked after) may have extra needs and may need extra support to achieve desired education outcomes.

Staff will be aware of the legal status of a 'looked after' child's care arrangements. In particular, they will ensure appropriate staff have the information they need in relation to a pupil's 'looked after' legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the pupil's care arrangements, and the levels of authority delegated to the carer, by the authority looking after him/her. The Designated Safeguarding Lead will have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the pupil.

The Headteacher will appoint a Designated Teacher to promote the educational achievement of pupils who are 'looked after' and to ensure that this person has appropriate training. The role of this teacher is to work closely with the DSL, to ensure any safeguarding concerns regarding 'looked after' and previously 'looked after' children, are quickly and effectively responded to.

Liaison with the virtual head

The school's Designated Teacher for 'looked after' children will work with the virtual school head to monitor the child's welfare, promote their educational achievement, and discuss how funding can be best used to support the progress of the child and meet the needs identified in the pupil's personal education plan.

5.2 Children Who Need a Social Worker

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The governing body expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold, and use, this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of

routine. There are clear powers to share this information, under existing duties on both LAs and school, to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

5.3 Children missing from education

At Longcause, we will encourage the full attendance of all our pupils. Regular school attendance has a very important part to play in safeguarding children. Children missing in education, particularly persistently, can indicate a warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

We have established robust procedures for tracking pupil attendance throughout the day.

- monitor pupil's attendance through our daily register;
- inform the local authority Inclusion and Attendance Manager of the details of pupils who fail to attend regularly (see attendance policy).
- notify the local authority when we are about to remove a statutory school age pupil's name from the school admission register;
- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the pupil's name from the register;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

In addition to this, we recognise that a child or young person missing from education from Longcause is a concern due to our pupils' increased vulnerability. As a result we aim to establish a reason for their absence on the first day. We will follow our absence procedure resulting in a home visit by 2pm if no reason is established. We will notify Police if still no reason established following home visit or concerns following visiting the home address.

A pupil whose parents/carers repeatedly fail to provide adequate reasons for absence, or whose absence is ongoing without medical evidence, will be referred to the Education Welfare Service. Such absences will not be authorised by the School.

Children missing education, particularly persistently, can indicate a warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

As a result, we will follow the '[Children Missing Education](#)' (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in schools, the Local Authority and the Plymouth Safeguarding Children Board in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the 'Children Missing Education' Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

It is important that the school's response, to children missing from education, supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as a child in need or on a child protection plan, or as a looked after child), where going missing from education, may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's safeguarding response to children missing from education.

Further information and support includes:

- schools' duties regarding children missing education, including information schools must provide to the LA, when removing a child from the school roll at standard and non-standard transition points, can be found in the DfE's statutory guidance: [Children Missing Education](#).
- General information and advice for schools can be found in the Government's [Missing Children and Adults Strategy](#).

5.4 Children in Elective Home Education

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services which are there to keep them safe and supported in line with their needs

Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

5.5 Children requiring mental health support

The school's Senior Mental Health Lead is a member of the SLT (Trudi Skinner) and works with our Family Support Team and Safeguarding Team, who are available to support pupils and signpost pupils and families to appropriate resources and support.

KCSIE requires schools to have clear systems and processes for identifying possible mental health issues, seeking early help, and ensuring pupils can access the right support. At Longcause, we understand that mental health problems can, in some cases, develop into safeguarding concerns. This can include self-harm, suicidal ideation or risk of suicide. Mental health problems can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to diagnose a mental health problem. However, school staff are well placed to observe pupils on a day-to-day basis and identify changes in behaviour or presentation which may suggest that a pupil is experiencing a mental health problem or is at risk of developing one.

Potential warning signs may include

- significant changes in behaviour or presentation;
- ongoing difficulty sleeping;
- withdrawing from social situations;
- not wanting to engage in activities they would usually enjoy;
- physical signs of self-harm; and
- signs that a pupil may be neglecting themselves.

Staff should recognise that the presence of these behaviours does not necessarily mean that a pupil is suicidal or experiencing a mental health problem. However, potential warning signs should be taken seriously so that pupils who may be struggling with their mental health, self-harming or contemplating suicide can be identified and offered appropriate support and early intervention.

Given the complex SEND and communication needs of pupils at Longcause, staff should consider each pupil's individual communication style and usual presentation. Changes in the frequency, intensity or nature of a pupil's behaviour, communication, emotional regulation, engagement or presentation may be particularly significant and should be explored rather than assumed to be part of the pupil's SEND.

The governing body will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate concerns and a clear referral and accountability system. We identify issues through class teams and refer to the Family Team. Where a member of staff has a concern about a pupil's mental health which is also a safeguarding concern, they must follow the procedures set out within this Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

If staff believe that a pupil is in immediate danger, they must seek emergency assistance by calling 999 or arrange for the pupil to be taken immediately to A&E by a parent/carer or other suitable person. Where a pupil requires urgent help for their mental health but the situation is not an emergency, support can be sought through NHS 111 online or by calling 111 and selecting the mental health option. The DSL/DDSL should be informed in accordance with the school's safeguarding procedures.

Any mental health interventions provided or commissioned by the school will be evidence-based, safe and effective, and appropriate to the pupil's individual needs and phase of education.

Staff can access further advice in DfE guidance documents Preventing and tackling bullying, Mental health and behaviour in schools, and Promoting children and young people's mental health and wellbeing: a whole school or college approach, which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated whole-school approach to social and emotional wellbeing, tailored to the needs of pupils.

5.6 Looked after children and previously looked after children.

The most common reason for children becoming looked after is, as a result of, abuse and/or neglect. The governing body will ensure staff have the skills, knowledge and understanding to keep Looked After Children safe.

The governing body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents, or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements, and the levels of authority, delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority which looks after the child.

A previously looked after child potentially remains vulnerable, and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing body recognise that when dealing with Looked After Children, and Previously Looked After Children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

5.7 Children with SEN and disabilities, and/or physical health issues

Children with SEND or certain health conditions can face additional safeguarding challenges, both in terms of their vulnerability and, also, in terms of being able to report abuse. Children with disabilities are more likely to be abused than their peers. Their families also face additional pressures, and challenges, that can make the family unit fragile.

Staff should avoid making assumptions that indicators of possible abuse, such as behaviour, mood and injury, may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children, with SEND or certain medical conditions, being disproportionately impacted by behaviours such as bullying, without outwardly showing signs, or being able to communicate how they are feeling.

5.8 Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation, by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for, and accommodating, them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

It is a statutory duty for Longcause to inform the Local Authority where we are made aware of a child who may be subject to private fostering arrangements.

5.9 Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare. The DSL (and DDSLs) should be aware of contact details and referral routes into the Local Housing Authority, so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases, schools will consider homelessness in the context of children living with their families.

However, it should be recognised that some 16-year olds can be living independently from their parents or guardians, for example through exclusion from the family home and following a period of living in care. Children's services will act as the lead agency with the school DSL ensuring that the appropriate referrals have been made based on the children's circumstances.

The Homelessness Reduction Act 2017 places a new legal duty of English councils, so that everyone who is homeless, or at risk of homelessness, will have access to meaningful help, including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

5.10 Trafficked children

Child trafficking involves moving children across, or within national or international, borders for the purpose of exploitation. If we are made aware that a child is suspected of, or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

5.11 Children in Alternative Provision

We recognise that children attending alternative provision (AP) can be at increased risk of harm, including exploitation, absence from education and reduced access to safeguarding support. In line with Keeping Children Safe in Education (2025), we ensure that any placement into AP is in the best interests of the child and supports their educational, pastoral and safeguarding needs. The DSL (or a

deputy) maintains oversight of the safeguarding arrangements for all children in AP, including regular contact with the provider and monitoring of attendance and progress. We seek assurance that safeguarding policies and safer recruitment practices are robust in all AP settings, and we work closely with providers to ensure that information is shared promptly and that children have a named trusted adult. We maintain ongoing communication with parents/carers and the local authority, and we review placements regularly to ensure they remain appropriate and safe.

6. ROLES AND RESPONSIBILITIES

Safeguarding is a high priority and a significant element of the work we do at Longcause. As such, we ensure we have the Designated Safeguarding Lead, Faye James, Headteacher and Deputy Designated Safeguarding Leads (Trudi Skinner & Grace Sanders, Deputy Headteachers and Jade Johnson-Sweet & Kelly Shaw, Family Support Advisors). The Governor responsible for Safeguarding is Fred Jenkins, Chair of Governors.

It is the responsibility of every member of staff, volunteer and regular visitor to our school, to ensure they carry out the requirements of this policy and, at all times, work in a way which will safeguard, and promote, the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

6.1 All staff, supply staff and volunteers

Safeguarding and child protection is everybody's business. Consequently, all staff

- Have a responsibility to provide a safe environment in which children can learn.
- Must read and ensure they understand at least [Part 1 of KCSiE](#).
- Must read, follow and engage with all our policies and procedures to ensure the school is a safe environment for children, with particular focus on those mentioned on the front page of this policy.
- Must engage with, and complete, all staff safeguarding and behaviour de-escalation training at least annually, ensuring all training is up to date, seeking support where necessary.
- Must be aware of indicators of abuse and neglect ([KCSiE Part 1](#)) so that they are able to identify cases of children who may be in need of help or protection.
- Should determine how best to build trusted relationships, with children and young people, which facilitate communication.
- Should be aware that children may not feel ready, or know how, to tell someone they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to them if they have concerns about a child.
- Must report any concerns about a young person to a member of the safeguarding team in a timely and accurate manner.
- Must know what to do if a pupil tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.
- Should be able to reassure victims they are being taken seriously and that they will be supported and kept safe.
- Must know what to do if a child has an unexplained injury, change of behaviour or a change of engagement with parents.

- Must be vigilant to pupil behaviour and consider child-on-child abuse, taking immediate action to safeguard a pupil where necessary.
- Should engage with agencies and families, where appropriate, to support our pupils to be safe.
- Must refrain from openly discussing a child's safeguarding needs with other pupils or staff.
- Should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.
- Should be aware of the early help process, and understand their role within it. This includes developing a positive relationship with parents and carers, providing support as soon as a concern emerges, liaising with the DSL, and sharing information with other professionals to support early identification and assessment, focusing on providing interventions to avoid escalation of worries and needs (see Section 18: Information Sharing).
- Might be required to contribute to multi-agency plans to provide additional support to children. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences, in advance of the meeting, in accordance with Plymouth Local Authority procedures and timescales.
- Must ensure they are aware of the procedure to follow when a child is missing from education. Further information can be found in Keeping Children Safe in Education
- Section 5B of the Female Genital Mutilation Act 2003 (inserted by Section 47 of the Serious Crime Act 2015) places a statutory duty upon school staff, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out, or there is a fear it could be about to happen (e.g. Child Missing from Education) on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

6.2 Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

The Lead DSL is our Headteacher, Faye James, and is the lead professional for safeguarding and child protection, including online safety.

The job description of the senior DSL is in Appendix 3. In addition to the role of DSL (Appendix 3 and Annex C of KCSiE), their role is to ensure the school's strategic response, to safeguarding and child protection, meets all statutory requirements and is fit for purpose.

The Lead DSL

- will be the lead professional in decision making for pupils, and together with the deputy safeguarding leads, ensure that there is an appropriate and timely response to the safeguarding concerns of all pupils.
- is accountable for the accuracy of our Single Central Record. The school HR lead is responsible for the updating and upkeep of the Single Central record.
- must ensure that all new staff, volunteers and supply agency staff are informed about our safeguarding procedures and what to do if they are concerned. This includes ensuring that there is a poster and leaflet, for all visitors to the site, and posters about safeguarding, displayed across the school, with both adult and child friendly versions visible.

- will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- Will ensure that the young person's wishes and feelings are considered when determining what action to take and services to provide.
- Ensure that all staff complete the required training, and updates to training, on safeguarding and safer working practices.

All DSLs must ensure they respond, in a timely fashion, to any tasks set for them in Longcause and ensure the outcomes are recorded.

A DSL should always be available to discuss safeguarding concerns (numbers above). If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to another member of the senior leadership team and/or take advice from the Plymouth's Families First (Children's Services - MASH).

6.3 The Headteacher

The Head is responsible for:

- Ensuring that the policies and procedures adopted by the governing body are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively, in accordance with agreed whistle-blowing procedures.
- Ensure that the annual safeguarding audit has been completed, and discussed with the safeguarding team, to identify issues which will inform the school improvement plan.
- Liaise with the LADO in the event of an allegation of abuse made against a member of staff or volunteer or provider working with Longcause pupils.

6.4 Governing Body

The governing body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

The Governing Body will ensure:

- They facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront, and underpin all relevant aspects of process and policy development, and that all systems, processes and policies operate with the best interests of the child at their heart.
- Ensure policies, procedures, and mechanisms are in place to fulfil safeguarding responsibilities to
- Those pupils who are "looked after".
- Ensure the school has effective policies on a range of safeguarding related areas (in line with all good practice and KCSIE 2025) including
 - Child protection and safeguarding.
 - Behaviour.

- o Staff behaviour.
 - o Appropriate safeguarding arrangements for those who go missing from education.
 - o Low level concerns/handling allegations against staff where the threshold is not met.
- Longcause carries out its legal responsibilities to safeguard and protect children and applies this policy rigorously and effectively.
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2023).
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2026);
- They inform Plymouth annually, about the discharge of their safeguarding duties, by completing the safeguarding self-assessment audit
- They immediately rectify any weakness about our safeguarding arrangements that are brought to their attention.
- Arrangements are in place for all staff members to receive appropriate safeguarding and child protection training, which is regularly updated.
- There is a comprehensive curriculum response to e-safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication, and social media and how to use these responsibly.
- **Annually** review the effectiveness of school filters and monitoring systems against the DfE filtering and monitoring standards, ensuring these are met.
- That the leadership team and relevant staff are:
 - o aware of and understand the systems in place
 - o manage them effectively
 - o know how to escalate concerns when identified.

The governing body will receive a safeguarding report at each meeting as shown in [Appendix 5](#).

7. COMMUNICATION WITH PARENTS AND CARERS

Longcause will ensure the Child Protection and Safeguarding Policy is available publicly on the school's website and a paper copy is available in the school Office.

Parents should be informed of a referral to Plymouth's Families First (Children's Services), through the Multi-Agency Safeguarding Hub (MASH), prior to referral being made, unless it is considered that to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g., a child being subjected to abuse, maltreatment or threats/ forced to remain silent if alleged abuser informed,
- leading to an unreasonable delay,

- leading to the risk of loss of evidential material,
- placing a member of staff from any agency at risk.

Longcause will also ensure that parents/carers understand the responsibilities placed on the school and staff for safeguarding children.

8. WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to one of the safeguarding team.
- do not start your own investigation
- share information on a need-to-know basis only-do not discuss the issue with colleagues, friends or family
- record all details and facts
- seek support for yourself if you are distressed

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, lively children may become quiet or vice versa, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to calm, talk if they are able, ask if they are OK or if they can help in any way. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL or a DDSL immediately.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL or DDSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely

- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- record as soon as possible
- seek support if they feel distressed.
- Do not disclose the information to anyone else unless told to by relevant authorities

If any member of staff is concerned about a young person, he or she must complete follow our safeguarding procedures and log on CPOMS after talking with a member of the safeguarding team.

8.1 Managing an allegation or Disclosure of Abuse

All staff should be able to reassure victims they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If a young person discloses that he or she has been abused in some way, the member of staff / volunteer should:

STAY CALM AND LISTEN CAREFULLY.

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the young person to talk freely.
- Listen, only asking questions when necessary to clarify [TED – Tell me, Explain, Describe].
- Reassure the young person that he/she has done the right thing in telling you.
- Reassure him or her that what has happened is not his or her fault.

- Let him/her know that you will need to tell someone else. Inform your DSL.
- Explain what has to be done next and who has to be told.

NOT INVESTIGATE

- Not ask leading questions [only TED].
- Not promise to keep the matter secret, nor make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services.
- Not criticise the alleged perpetrator.
- Not attempt to investigate the situation themselves.

8.2 Concerns about a Child's Safety

Staff might also have concerns about a child's safety because of the way he or she is behaving. Whether suspicions arise through disclosures children make or because of observations or reports, the member of staff concerned must:

- discuss their concerns with one of the safeguarding team
- complete a log on CPOMS after having spoken to a member of the safeguarding team. These are timed and dated
- if the referral relates to injuries seen on the child, the referrer must annotate a diagram to indicate the position of any injuries. Where possible, photographs of any injuries or bruises are helpful.
- on receipt of the concern the DSL/DDSL must act in a timely manner to safeguard the young person from harm.

Staff will be aware of the possibility that their records might have to be used as evidence in court and must, therefore, be aware of the need to distinguish fact from opinion.

It is important that staff are mindful of confidentiality and only share the information contained in the disclosure/ concern within appropriate professional contexts. It should not be shared openly with all staff.

8.3 Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

8.4 Making a Referral to MASH

The DSL/DDSL will refer all cases of suspected abuse to Plymouth's Families First (Children's Services), through the Multi-Agency Safeguarding Hub (MASH) immediately. Where practicable, the school will inform parents of the referral before it is made, or at least as soon as possible afterwards, if contact cannot be made with them quickly. The only circumstances in which a parent will not be informed of a referral are, if it is considered:

- the child might be at greater risk of harm as a result.
- such action might impede a criminal investigation.
- the child might be the victim of fabricated or induced illness.

Referrals of suspected abuse or neglect should be made through the online [MASH Referral](#). If you are unsure about the need for a referral, you can contact the Plymouth's Families First (Children's Services), to speak to a social worker.

Further guidance, including the Plymouth Safeguarding Children Partnership Thresholds of Need documents, can also be found on the Plymouth Safeguarding Children Partnership website [here](#).

At times, it may be felt more appropriate to initiate a localised response through a Team around the Child/ Team around the Family. In these cases, the school will [complete an EHAT](#) (Early Help Assessment Tool) with the young person and, where possible, with agreement with and alongside the family.

The school will expect a prompt response once a referral has been made. If nothing has been heard within two days, the DSL/DDSL will telephone and email the office to which the referral was made, to make enquiries. If there has still been no response after a week, the DSL will contact the MASH team to chase up the outcomes of the referral.

All contact with other agencies should be recorded via CPOMS. These logs are only visible to the DSL and safeguarding team linked to the pupil.

9. EARLY HELP AND FAMILY HELP

Longcause manages the school's offer of early help. Any child may benefit from support before statutory intervention, including support from universal services, community-based Early Help or the targeted early help level of Family Help. Staff who feel that a child or family would benefit from additional support should discuss this with the Family Team and/or Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

The school aims to identify needs and provide support at the earliest opportunity, helping to prevent difficulties from escalating and reducing the risk of children experiencing abuse, neglect, exploitation or other harm.

Longcause's early help offer may include:

- Benefits advice;
- Parent counselling, subject to availability;
- Parent cafés, social groups and sibling groups;
- Information about out-of-school and holiday activities;
- Signposting and referrals to other support services and agencies;
- Parent workshops;
- Pastoral support; and
- General care, support and advice.

All staff should understand the local processes for community-based Early Help and Family Help assessments and know how concerns can be escalated where a child's needs increase or they are at risk of harm. This includes awareness of the relevant local thresholds and referral arrangements for:

- targeted early help under sections 10 and 11 of the Children Act 2004;
- statutory support under section 17 of the Children Act 1989 for children in need, including how this applies to disabled children;
- assessment under section 47 of the Children Act 1989 where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm;
- care and supervision orders under section 31 of the Children Act 1989; and
- the local authority's duty to accommodate a child under section 20 of the Children Act 1989.

Staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs, whether or not they have an Education, Health and Care Plan (EHCP);
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, organised crime or county lines;
- is frequently missing or goes missing from education, home or care;
- has experienced repeated removal from the classroom, multiple suspensions, a part-time timetable, is at risk of permanent exclusion, or is attending Alternative Provision or a Pupil Referral Unit;
- is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation;
- is at risk of being radicalised into terrorism;
- has a parent or carer in custody or is affected by parental offending;
- is experiencing family circumstances which present challenges, including drug or alcohol misuse, adult mental health difficulties or domestic abuse;
- is misusing alcohol or other drugs themselves;
- is at risk of honour- or faith-based abuse, including Female Genital Mutilation (FGM) or Forced Marriage; or
- is a privately fostered child.

At Longcause, staff should be particularly mindful that disability, SEND and communication difficulties may affect how a child communicates that they need help or how indicators of harm present. Staff must not assume that changes in behaviour, communication, emotional regulation or presentation are attributable solely to a child's SEND.

Where a child does not require statutory children's social care intervention, the DSL/DDSL will generally lead liaison with other agencies and support the establishment of an inter-agency or community-based Early Help assessment, as appropriate. The Family Team may play a key role in coordinating support for children and families.

School staff may be required to contribute to assessments undertaken by other agencies and professionals and, where appropriate and suitably qualified, may act as the lead practitioner. Staff will work collaboratively with children, families and relevant professionals to ensure that support is coordinated and responsive to the child's needs.

Children receiving Early Help or Family Help will be kept under appropriate and ongoing review. Where the child's circumstances do not appear to be improving, needs increase, or the situation deteriorates, consideration must be given to escalating concerns and making a referral to local authority children's social care for assessment and statutory services.

Where at any point there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff must follow the school's child protection procedures immediately. Early Help must not be used as a substitute for a referral to children's social care where the threshold for statutory intervention may have been met.

Further information about Family Help assessments, Family Help services and effective assessment can be found in *Working Together to Safeguard Children*.

10. SAFEGUARDING CONCERN OR ALLEGATION AGAINST ADULTS

We are aware of the possibility of allegations being made against members of staff or volunteers who are working, or may encounter children, in our school. This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. Allegations will usually be that some 'kind of abuse' has taken place. They can be made by children and young people or other concerned adults.

Where the school is used by other communities, add the following

If a concern is raised about an adult within the groups or clubs using the school site, the following process also applies.

Allegations are made for a variety of reasons:

- abuse has taken place.
- something has happened to the child which reminds them of a past event – they are unable to recognise that the situation and people are different.
- children can misinterpret your language or your actions.
- some children recognise that allegations can be powerful and, if they are angry with you about something, they can make an allegation as a way of hitting out.
- an allegation can be a way of seeking attention.

The school will follow the South West Child protection procedures. If an allegation is made against an adult in a position of trust.

An allegation is any information that indicates that a member of staff /volunteer may 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, or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff, supply teacher, volunteer, outside provider, bus or taxi driver or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that an adult in a position of trust might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of Governors.

The Head/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The Corporate Director for Children and Young People's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@plymouth.gov.uk or by using the LADO telephone number: 01752 306340.

The Head should, as soon as possible after a briefing from the LADO, inform the subject of the allegation.

When reporting of allegations or concerns against all staff and volunteers who work, in a position of trust, with children and young people, the Head will need to:

- telephone the central number for LADO enquiries: 01752 306340
- complete a LADO Referral form and send this to LADO@plymouth.gov.uk
- contact Chair of Governors
- consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser
- contact the parents or carers of the child/young person, if advised to do so by the LADO
- consider the rights of the adult for a fair and equal process of investigation
- ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary
- act on any decision made in any strategy meeting

See guidance in: Keeping Children Safe in Education - part 4: Allegations of abuse made against teachers and other staff (DfE September 2025).

It is essential that any allegation of abuse made against a person, who works with children and young people including those who work in a voluntary capacity, are dealt with fairly, quickly, and consistently, in a way which provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation. The framework for managing allegations is set out in statutory guidance contained in Working Together to Safeguard Children 2023.

This also applies to allegations against local authority foster carers and local authority residential workers.

In some cases, allegations may be so serious, they will require immediate intervention by the police and/or children's social care services. If this is the case, the headteacher will ensure that the appropriate action is taken.

10.1 Low level concerns

Low-level concerns are those which do not meet the threshold for referral to the LADO or the police but, as part of an open safeguarding culture, should be shared and recorded. *Keeping Children Safe in Education (2025)* is clear that all schools must foster a culture in which staff feel confident to raise concerns, including about their own behaviour, so that inappropriate or concerning conduct can be identified early, addressed appropriately, and professional boundaries consistently maintained.

A low level of concern would be where, for example, a member of staff behaved in a way that is inconsistent with the staff code of conduct, but isn't considered serious enough to refer to the LADO such as a staff member being over-friendly with children, using inappropriate language, favouring a child or picking on a child, making inappropriate social media posts, making fun of a child's work, making fun of a child in front of other children, or accompanying a child home from an event alone (albeit with the parent's consent).

Low-level concerns will be dealt with efficiently and appropriately in line with the staff code of conduct/behaviour policy and, where appropriate, the data protection policy.

In the event of a low-level concern being raised with the headteacher, they will:

- Collect evidence from witnesses and from the person concerned.
- Collate the information and advise what actions should be taken – this could range from a conversation with the person to a warning or formal disciplinary proceedings.
- Keep a record of the concerns on the Staffsafe system

All information will be held in confidence and securely, in line with data protection laws (the Data Protection Act 2018 and UK GDPR).

Records will be reviewed regularly, to identify any patterns or systematic issues, within the school. Patterns of staff behaviour could result in a more serious concern that meets the threshold test or results in disciplinary action for an individual. Records will be maintained in line with Longcause's Data Retention Policy and Procedure.

Further details on how we manage allegations can be found in our [Allegations of abuse made against staff Policy](#).

11. COMPLAINTS AND WHISTLEBLOWING

The governing body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The governing body would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing policy adopted by governors/trustees, where necessary. However, where a staff member at Longcause feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Staff who are concerned about the conduct of a colleague, including supply teachers and teaching assistants, volunteers & contractors, towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy (available on the school's website and staff room) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher as soon as possible. Complaints about the Headteacher should be reported to the chair of governors, the details of which can be found in the staff room.

Where staff believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

The NSPCC's "What You Can Do to Report Abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk.

12. RECRUITMENT AND SELECTION OF STAFF

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff (including supply teachers) and volunteers, working at the school, are suitable to do so and, therefore, do not pose any kind of risk to our pupils.

Appropriate members of the Senior Leadership Team (SLT), governors, and other relevant staff are required to complete Safer Recruitment Training in order to ensure that one panel member, on every selection panel, is trained in 'Safer Recruitment'.

The following staff have undertaken and completed safer recruitment training:

Faye James, **Headteacher**

Trudi Skinner, Deputy Headteacher

Molly Holt, HR Lead

Fred Jenkins, Chair of Governors

We use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel, and any potential areas of concern are explored to determine the applicant's suitability to work with children.

We will consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have occurred, and are publicly available online, which the school or college might want to explore with the applicant at interview.

We will undertake Disclosure and Barring Service checks, and other pre-employment checks as outlined in 'Keeping Children Safe in Education,' to ensure we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Record (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure it meets statutory requirements.

We recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment which deters and prevents abuse, as well as challenging inappropriate behaviour.

Commented [1]: Need to add who's done this

13. TRAINING AND INDUCTION

13.1 Safeguarding Induction

All new staff, supply staff, volunteers and regular visitors are provided with a safeguarding briefing, prior to working with children. This includes sharing a copy of this policy and taking them through

what is required. A link to the policy on our website is included in application packs for all roles within our school.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE will be provided to new staff at induction.

13.2 Ongoing Safeguarding Training

All staff receive regular training in safeguarding including:

- A yearly update through INSET training (Sept)
- Staff termly training (Wed 2.30-3.15pm)
- [Safeguarding training calendar](#)
- Staff briefing updates (Weds 8.45-9.05am)
- Regular quizzes to ensure staff understand their roles and how to carry them out effectively
- Termly E-bulletins (including key updates on local areas of concern)

In addition, every member of staff has carried out the government's [online Prevent training](#) to address issues of radicalisation.

In considering safeguarding training arrangements, the Governing Body will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.

All safeguarding leaders and governors have received enhanced safeguarding training to ensure they keep themselves up to date with current safeguarding issues. The enhanced training is renewed every two years and includes training for our online safety lead and the LAC lead. They have also received training on 'Working Together to Safeguard Children' and multi agency working, where this is appropriate to their role.

Governors and trustees should receive appropriate safeguarding and child protection training at induction, and, thereafter, at regular intervals. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.

Staff leading recruitment are also Safer Recruitment trained, which is updated every three years, or sooner, if there are significant changes in the legal duties. (See [Safer Recruitment Policy](#)).

Longcause will ensure that staff members are trained to recognise signs of possible abuse or neglect and will know what to do, if they suspect a child is suffering harm.

Staff will also be provided with training on the following aspects of safeguarding:

Prevent	Child Protection	Child Sexual Exploitation
County Lines	Domestic Abuse	Female Genital Mutilation
Awareness	Child on child sexual violence, abuse and harassment	

Honour Based Abuse	Serious Violence & Knife Crime	
Forced Marriage	GDPR	E-Safety
Administration of Medication	Risk assessment	Policy in practice
Educational Visits	Mental health and wellbeing	Food safety and hygiene
Supporting bereavement & loss	Fire safety awareness	First aid basics
Health and safety	Equality, diversity and inclusion in the workplace	

13.3 Safe Staff

All staff will receive regular training in the BILD approved 'Crisis Prevention Intervention' (previously known as MAPA) principles and utilise these when appropriate. **Physical restraints/restrictions are always used as a last resort, using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.**

Staff will have regular refresher practice sessions to refresh their skills. All staff and volunteers must be familiar with our [Behaviour and emotional support policy](#).

All volunteers in school will be given our Staff and Volunteers Code of Conduct, which references this Safeguarding Policy and reminds volunteers of who to speak to, if they have concerns about a particular child or adult. It also reminds them not to put themselves in a vulnerable position with a young person.

14. ABUSE, NEGLECT AND EXPLOITATION

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. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse: 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.

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 they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. , inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 also feature 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. It may involve seeing or hearing the ill-treatment of another. It may also involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the 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.

Sexual abuse: forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening or not. 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by men, women, or other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and set out separately in this policy.

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 occur during pregnancy - for example, because 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) or protect a child from physical and emotional harm or danger.

15. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that 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 outlined in either of the above points

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 of terrorism 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.

Longcause follows the statutory guidance on the school's responsibility to fulfil our Prevent Duty. We are aware there have been occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including those justifying

political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology, intolerant of diversity, and leaves them vulnerable to future radicalisation.

The Prevent Strategy aims to stop people from becoming terrorists or supporting terrorism.

It is rare for children to become involved in terrorist activity. However, some pupils from an early age can be exposed to terrorist and extremist influences or prejudiced views. Consequently, the school takes the view that early intervention is always preferable and includes this in its procedure, as it does for all safeguarding concerns.

In line with, both the fundamental British Values and the School Values, the following key principles underpin the community on which the school is based:

- Inclusion.
- Tolerance.
- Freedom of speech.
- The expression of beliefs and ideology.

Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech designed to manipulate the vulnerable or lead to violence and harm of others, goes against the principles in which freedom of speech is valued.

Free speech is subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety, and community cohesion. The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are suitable, appropriately supervised, and undergo the same checks as other visitors.

The school is committed to training all staff in connection with the issues arising from our Prevent Duty. We are also committed to working with the Local Authority and other local partners to assess the potential risk of individuals becoming involved with or supporting terrorism, because families and communities play a key role in ensuring pupils, and our communities, are safe from the threat of terrorism.

The DSL will keep up to date with local threats, policies, and procedures relating to Prevent.

15.1 Reducing risks of extremism

The Designated Safeguarding Lead will work, with partners and the Local Authority's risk assessment, to determine the potential risk of individuals being becoming involved with or supporting terrorism.

Actions will include promoting spiritual, moral, social, and cultural development for pupils. This includes:

- Ensuring the curriculum promotes fundamental British values.
- Creating an atmosphere of openness and safety so pupils feel free and able to discuss sensitive topics, including terrorism and extremism.
- Ensuring pupils are protected from accessing extremist content online whilst in school – appropriate filters are used.

The school recognises that the Prevent duty does not ask teachers to carry out unnecessary intrusions into family life, but, as with any other safeguarding risk, they must take action when they observe behaviour of concern.

15.2 Potential signs of radicalisation and extremism

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. As with managing other safeguarding risks, all school staff will be vigilant to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

It is commonly recognised that children, at risk of radicalisation, may display changes in behaviour, show different signs, or seek to hide their views. Staff are advised to use their professional judgement in identifying pupils who might be at risk of radicalisation and, always, act proportionately and seek support if they are concerned.

There is no limit to the signs that you might notice – every pupil is different. However, some of the indicators staff should look out for include:

- Becoming increasingly argumentative.
- Refusing to listen to different points of view.
- Being unwilling to engage with children who are different.
- Becoming abusive to children who are different.
- Embracing conspiracy theories.
- Feeling persecuted.
- Changing friends and appearance.
- Distancing themselves from old friends.
- No longer doing things they used to enjoy.
- Converting to a new religion.
- Being secretive and reluctant to discuss their whereabouts.
- Being sympathetic to extremist ideologies and groups.
- Online, changing their identity, having more than one online identity, spending a lot of time online or on the phone, accessing extremist online content, and joining or trying to join an extremist organisation.

Numerous factors can contribute to, and influence the range of, behaviours that are defined as violent extremism, but most children or young people do not become involved in extremist action. For this reason, the appropriate interventions, in any particular case, may not have any specific connection to the threat of radicalisation. For example, they may address mental health, relationships, or drug/alcohol issues.

16. SPECIFIC SAFEGUARDING CONCERNS

16.1 Preventing Radicalisation

From 1st July 2015, schools have a duty under the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being becoming involved with or supporting terrorism - The Prevent Duty. The statutory Prevent guidance provide, summarises the requirements on schools under four themes:

- Schools are expected to assess the risk of children becoming involved with or supporting terrorism, including the support of extremist ideas that are part of terrorist ideology.
- The Prevent duty builds on existing local partnership arrangements.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the Internet in school.

School staff need to understand when it is appropriate to make a referral to the police or Channel programme, which focuses on providing support, at an early stage, to people identified as being vulnerable to becoming involved with or supporting terrorism.

The Prevent guidance is available in School. This explains what governors and staff can do if they have any concerns relating to extremism or terrorism. The Department for Education has set up a telephone helpline (08000113764) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Channel – is a voluntary, confidential support programme which focuses on providing support, at an early stage, to people who are identified as being vulnerable to becoming involved with or supporting terrorism. Prevent referrals may be passed by a multi-agency Channel panel, who will discuss the individual referred, to determine whether they are vulnerable and consider the appropriate support required.

The DSL should consider if it would be appropriate to share any information with the new school or college, in advance of the child leaving. For example, information that would allow the new school, or college, to continue supporting victims of abuse or those who are currently receiving support through the Channel programme.

Educate Against Hate, is a government website designed to support schools and help them to safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help staff to identify and address the risks, as well as build resilience to radicalisation.

16.2 Bullying and Child on child Abuse

It is important that children and young people should be safe from each other in school, and that staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Staff should understand that, even if there are no reports in school, it does not mean it is not happening, it may be the case that it is not being reported. As such, it is important that any concerns should be shared with the DSL/DDSLs. It is essential for all staff to understand the importance of challenging inappropriate behaviours between peers, who are abusive in nature.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys', can lead to a culture of unacceptable behaviours, an unsafe environment and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Longcause will not tolerate bullying amongst its pupils and is

committed to dealing with all complaints of such a nature. Strategies for dealing with bullying are explained in the school's Behaviour Management/bullying policy.

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 such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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 making or sharing of nudes and seminudes
- 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).

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There are clear links with sexual exploitation and domestic abuse. This form of abuse will not be tolerated, and victims will be appropriately supported. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations. Longcause staff and curriculum will provide pupils with information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online. Where needed, risk assessments will be carried out, and strategies put in place, to protect the child who has suffered abuse and to offer them support.

Members of staff need to understand that children, as well as adults, can be abusers, and it can happen both inside and outside of school, and online. Where a child discloses abuse by a fellow pupil, the matter will be referred to the Plymouth's Families First (Children's Services), through the Multi-Agency Safeguarding Hub (MASH) by the DSL/DDSL in the usual way. Both sets of parents will be informed by the school, unless MASH, having taken account of the circumstances, advises otherwise.

16.3 Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur online. It can occur through a group of children sexually assaulting, or sexually harassing, a single child or a group of children.

Children, who are victims of sexual violence and sexual harassment, will likely find their experience stressful and distressing. This will, likely, adversely affect the educational attainment and will be exacerbated if the alleged perpetrator(s) attend the same school. Sexual violence and harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured they are being taken seriously, and that they will be supported and kept safe. A victim should never be given the impression they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.

Evidence shows that girls, children with SEND and LGBT children are at greater risk, although boys can be affected too. Staff should be aware of the importance of:

- Challenging inappropriate behaviours.
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter'.
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is the difference between sexual violence and sexual harassment?

Sexual Violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and it can happen inside and outside of school. When referring to sexual violence, we are referring to sexual offences in the Sexual Offence Act 2003. Acts include:

- Rape – A person (A) commits an offence of rape if: he intentionally penetrates 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 or anus 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. (Staff should be aware that sexual assault covers a wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent can still constitute sexual assault)
- Causing someone to engage in sexual activity without consent – A person (A) commits an offence if: she/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably

believe that B consents (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment

Sexual harassment refers to behaviour of an 'unwanted conduct of a sexual nature' that can occur online and offline, and both inside and outside of school. Sexual harassment is likely to: Violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothing and appearance and calling someone sexualised names;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as deliberately brushing against someone;
- Displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment can include sharing of nudes or semi-nudes (including computer-generated imagery), whether this be consensual or non-consensual, sharing explicit content, sexualised online bullying, sending unwanted sexual comments and messages including on social media;
- Upskirting;
- Sexual exploitation; coercion and threats.

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims, of sexual drawn violence and sexual harassment, to report or come forward. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can lead to a culture of unacceptable behaviour.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to a sexual activity may be given to one sort of activity but not another, e.g vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during a sexual activity and each time an activity occurs.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Further information about consent can be found at <https://rapecrisis.org.uk>

16.4 Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29th April 2021. The Act introduces 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. The statutory definition of domestic abuse ensures the different types of relationship are captured, including ex-partners and family members. Both the person who is carrying out the behaviour, and the person to whom the behaviour is directed towards, must be aged 16 or over and they must be personally connected (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside and outside of the home.

The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional. It can also include ill treatment that isn't physical, as well as witnessing the 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.

All children can witness, and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame itself for the abuse or may have had to leave the family home as a result.

Pupils can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide both emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. Within Suffolk, the police will contact a key adult, within the local authority, who, in turn, will inform the DSL. This ensures the school has up to date relevant information about the child's circumstances, and can enable support to be given to the child according to their needs.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g., siblings or others outside of the home.
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of 'boundaries', lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.

The witnessing of abuse can also have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and, in itself, will have a significant impact on the health and emotional wellbeing of the young person (e.g., domestic abuse).

Refuge runs the National Domestic Abuse helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website also provides guidance and support for potential victims as well as those worried about friends and loved ones.

16.5 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Longcause recognises that both CSE and CCE are forms of abuse, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a sexual or criminal act. It may involve an exchange for something the victim may need or wants; or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (known as trafficking) for the purpose of exploitation. This may

constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and, it should be noted, exploitation, as well as being physical, can be facilitated and/or take place online. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

Staff need to be aware that pupils may not exhibit external signs of abuse. Therefore, staff must be vigilant for possible indicators of abuse and be mindful of less obvious signs.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other children and young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly with older children), and they are not treated as victims in spite of the harm they have experienced. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk too. It is also important to note both boys and girls being criminally exploited, may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may;

- affect any child or young person under the age of 18, including 16- and 17-year olds who can legally consent to have sex;
- still be abuse even if the sexual activity appears consensual;
- include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- take place in person or via technology;

- involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- be perpetrated by individuals or groups, children or adults. The abuse can be a one-off occurrence or a series of incidents, and range from opportunistic to complex organised abuse;
- be typified by some form of power imbalance including age, gender, cognitive ability, physical strength and status.

Victims may not necessarily perceive themselves to be victims and, therefore, be oppositional when offered support and advice. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Children, and young people, who go missing can be at increased risk of sexual exploitation. Procedures are in place to ensure appropriate response to children, and young people, who go missing, particularly on repeat occasions.

Under the Sexual Offences Act 2003, it is an abuse of a position of trust, and thus a criminal offence, for a member of staff to 'groom' or engage in sexual activity with a pupil under the age of 18. The consent of the young person (or the agreement of a parent) is irrelevant. Furthermore, a relationship between a member of staff and a pupil over the age of 18, or a recent former pupil, is also deemed inappropriate, and will lead to questions about that member of staff's suitability for work, in an educational context.

16.6 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or another form of "deal line". This activity can happen locally as well as across the UK – no specific distance of travel is required.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs' schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and, are known to be, exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families), if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines is missing episodes, when the victim may have been trafficked for the purpose of transporting drugs, and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person under the age of 18 years;
- can affect a vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, young people or adults;
- is typified by some form of power imbalance, in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

Several of the indicators for CSE and CCE, as detailed above, may be applicable to where children are involved in county lines. Some additional specific indicators, that may be present where a child is criminally exploited through involvement in county lines, are children who:

- go missing and are subsequently found, in areas away from their home.
- have been the victim or perpetrator of serious violence e.g., knife crime;
- are involved in receiving requests for drugs via a phone line, moving drugs, handling and collecting money for drugs.
- are exposed to techniques, where drugs are concealed internally to avoid detection.
- are found in accommodation they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug money.

16.7 Serious violent crime

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and may also be associated with criminal exploitation.

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school;
- a change in friendships;
- relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm;
- a significant change in well-being;
- signs of assault or unexplained injuries; and
- unexplained gifts or new possessions.

Staff should report any concerns about a child carrying or using a weapon, or expressing an intention to do so, to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL). The DSL/DDSL will assess the risk to both the individual pupil and others in the school, taking account of wider information and concerns, and take appropriate action. Depending on the level of risk, this may include putting in place a safety and support plan and, where relevant, taking action to de-escalate peer conflict.

The school recognises its role in protecting children from violence and safeguarding both victims and children who may be at risk of, or involved in, committing violence. Children involved in committing violence may themselves also be victims of abuse, exploitation or other safeguarding concerns. Staff should remain alert to signs that a child may be at risk of, or involved in, serious violence.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence. These risks may be higher for children who have experienced disrupted education, including suspensions, permanent exclusion or periods in alternative provision, and for children with a history of offending. Other relevant risk factors may include frequent absence from school and previous experiences of child maltreatment.

Early, evidence-based support will be considered for children identified as being at risk, including at critical points when concerns emerge. Support may include access to a trusted adult, support to develop social and emotional skills and, where appropriate and available, targeted interventions such as mentoring or therapeutic support.

Advice can be found in relevant statutory and non-statutory guidance, including the further information on indicators, risk factors and protective actions relating to serious violence in Annex A of KCSIE. The DSL/DDSL should also refer to the guidance on referrals and when to contact the police contained within Annex B of KCSIE. Evidence-based guidance on interventions to prevent violence is also available from the Youth Endowment Fund (YEF).

16.8 Honour-based abuse (including Female Genital Mutilation and Forced Marriage)

Honour-based abuse (HBA) encompasses incidents or crimes that have been committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse, committed in the context of preserving 'honour', often involves a wider network or community, and can include multiple perpetrators. It is important to be aware of this dynamic, and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled, and escalated, as such. If staff are concerned that a child might be at risk of HBA or has suffered from HBA, they should speak to the DSL. They will, as appropriate, activate local safeguarding procedures, using existing national and local protocols with multi-agency liaison with police and social care. Where FGM has taken place, the mandatory reporting duty should take place (See 3.4.2).

FGM

FGM is a crime. It is the practice of deliberately altering or removing genitals for a non-medical reason. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can cause significant health concerns. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

More information on FGM can be found [here](#).

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one 'entered into' without the full and free consent of one or both parties, and where violence, threats of any other form of coercion is used to cause a person to enter into a marriage. A lack of full and free consent can where a person does not consent or where they are unable to consent i.e. due to a learning disability.

School staff can contact the Forced Marriage Unit, if they need advice, on Tel: 020 70008 0151 or email: fmunit@fco.gov.uk

Appropriate staff will also have information about the child's care arrangements, and the levels of authority, delegated to the carer by the authority looking after the child. The DSL responsible for looked after children should have the details of the child's social worker and the name of the virtual school head responsible for the child.

A previously looked after child potentially remains vulnerable, and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing body recognise that when dealing with looked after children, and previously looked after children, it is important that all agencies work together, and prompt action is taken, when necessary, to safeguard these children.

More information on forced marriage can be found [here](#).

16.9 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be the victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

Modern Slavery: how to identify and support victims – GOV.UK (www.gov.uk)

17. ONLINE SAFETY AND CYBER CRIME

'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content'. (KCSIE)

We recognise the rapidly changing nature of the online environment and the risks it can pose to pupils, including exposure to harmful content, misinformation and disinformation (including fake news) and conspiracy theories, as highlighted in Keeping Children Safe in Education (2025). Our online safety arrangements are regularly reviewed against the DfE's Filtering and Monitoring Standards (2023) to ensure that appropriate, robust systems are in place. We also ensure that pupils are taught, through the curriculum and wider opportunities, how to recognise, respond to and report online risks, including those linked to AI-generated content, online sexual harassment, grooming, radicalisation, and exploitation. Staff receive ongoing training to help them identify online safety concerns, respond appropriately, and support pupils in building their digital resilience.

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. To minimise these risks, pupils at Longcause are taught how to use technology safely and are advised of how to keep safe when using the Internet both at home and at school. It is essential that children are safeguarded from potential harmful and inappropriate material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for criminal, sexual, financial or other purposes:
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images (including computer-generated imagery), and online bullying):
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

Online safety will be a running, and interrelated, theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and, whilst planning the curriculum, staff training, the role of the DSL and any parental engagement. Longcause will ensure that we have appropriate measures in place, such as security filtering and an Acceptable Use policy linked to on-line safety. Further guidance and advice can be found at:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

We will ensure that staff are aware of how not to compromise their position of trust, in or outside of the school, and are aware of the dangers associated with social networking sites. Our Acceptable Use and Staff Code of Conduct clearly highlight their responsibilities here. Where it is suspected that a young person in our school is at risk from internet abuse or cyber bullying, we will report our concerns to the appropriate agency.

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer. Cyber-dependent crimes include:

- Unauthorised access to computers (illegal hacking), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of service (DOS or DDOS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

If there are concerns that a pupil may be involved in cybercrime, the DSL/DDSL's should consider referring to the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing.

Additional advice can be found at Cyber Choices, NSPCC – When to call the Police and National Cyber Security Centre (NCSC.GOV.UK)

Assessing adult-involved nude and semi-nude sharing incidents

This section is based on annex A of the UK Council of Internet Safety's advice for education settings.

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account

- Use digitally manipulated images, including AI-generated images, of the child or young person
- The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

18. PUPILS WHO ARE LESBIAN, GAY, BISEXUAL OR QUESTIONING THEIR GENDER

We recognise that pupils who are (or who are perceived to be) lesbian, gay or bisexual, and children who are questioning their gender, can be targeted by other children. See our Behaviour and Emotional Support Policy for more detail on how we prevent bullying based on sex, sexual orientation or gender reassignment. The school will take a strong and proactive approach to preventing and responding to all forms of bullying.

We also recognise that some children who are lesbian, gay, bisexual or questioning their gender may experience additional vulnerabilities, including mental health or psychosocial needs and difficulties relating to relationships with family or peers. Any concerns should be reported to the DSL. Please refer to our Positive Mental Health & Wellbeing Policy for more information on how we support pupils' mental health.

The school recognises that some children, particularly younger children, may go through a period of questioning their gender and that, for the majority, this will not continue into adulthood. Where a child is questioning their gender, staff will take time to understand their individual thoughts, feelings and circumstances, demonstrate appropriate professional curiosity and remain alert to any associated safeguarding or wellbeing needs.

The school will seek to maintain flexibility and avoid rigid policies or practices based upon gender stereotypes.

When a pupil who is questioning their gender seeks support, we will take a very careful approach to any request relating to social transition, recognising that a pupil may have wider vulnerabilities, such as complex mental health and psychosocial needs. Any safeguarding concerns identified will be managed in accordance with this Child Protection and Safeguarding Policy.

We will consider the broad range of the pupil's individual needs and best interests and will actively involve their parents/carers when the pupil asks the school for support, unless there are circumstances where involving parents/carers would constitute a greater risk to the child than not involving them.

Individual members of staff must not independently agree to or implement changes relating to a pupil's social transition. Any request relating to social transition must be considered through discussion with the Headteacher and parents. No changes relating to social transition will be adopted unless a decision has been made by the Headteacher and the child's parents/carers have been involved, except where their involvement would create a greater safeguarding risk to the child.

When considering a request for support relating to social transition, the school will consider the individual circumstances of the child carefully, taking account of safeguarding, the child's welfare and best interests, the rights and needs of other children and the school's obligations under equality and human rights law.

The school's decision-making process will be appropriately documented and records of requests, considerations and decisions will be maintained. Decisions and arrangements will be reviewed where appropriate, particularly where a child's circumstances or wishes change. This includes reviewing previous decisions and supporting children who subsequently wish to detransition.

The school will ensure that information recorded about pupils is accurate and that safeguarding information relating to individual arrangements is communicated appropriately to relevant members of staff.

In relation to toilets, changing rooms and showers, pupils will not be permitted to use facilities designated for the opposite biological sex. Where a pupil who is questioning their gender does not wish to use facilities designated for their biological sex, the school will consider whether suitable alternative facilities can be provided without compromising the provision of single-sex facilities or the safety, comfort, privacy and dignity of that pupil or other pupils. Any mixed-sex facilities provided will be subject to appropriate safeguarding risk assessment and planning. Individual arrangements will be recorded, communicated appropriately and reviewed regularly.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

19. INFORMATION SHARING, RECORD KEEPING AND CONFIDENTIALITY

Information sharing is vital in safeguarding children, by identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies, and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information, in a timely and effective manner between organisations, can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals, to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing, where there are real safeguarding concerns. Staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice

includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS in a detailed, accurate way. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc. If in doubt, about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents, carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents, carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, staff will consult with the Plymouth's Families First (Children's Services).

When a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

20. TRANSFER AND ARCHIVING OF RECORDS

When pupils leave Longcause and transfer to another educational provision, we will inform the receiving establishment of the existence of safeguarding records, ensure any electronic information held is printed and added to the file, and transfer the file (including any written documents and chronology) via secure post. At the very least, the information should be double enveloped, and a receipt provided by the DSL from the destination school/college (enclosed within the envelope). Where secure electronic transfer by ctx file is possible (for example if the same system is used by both schools), this is preferred.

If the name of the receiving school is not known, the DSL will notify the child's Social Worker as a matter of urgency as soon as the child leaves or appears to be missing. In these circumstances, the safeguarding records will remain at the school until the young person is known to have registered elsewhere. Any Child absent from education will be referred to the Local Authority Child absent from education (CME) designated officer.

Where a young person takes up employment on leaving the school, the records will be archived with reference to the appropriate data security and archiving guidelines.

When a pupil joins Longcause, we will seek to transfer any safeguarding records the school have. These should not travel alongside the pupil's 'Blue File' but come separately. Where we suspect safeguarding information exists, but we have not received this, we will contact the Plymouth's

Safeguarding and Child Protection Policy

Families First (Children's Services), help desk to ascertain the nature of this information and identify social workers etc. working with the family.

21. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

The governing body will ensure that, where school facilities/premises are hired or rented out to organisations or individuals, sports associations, or service providers to run community or extra-curricular activities, appropriate arrangements are in place to keep children safe.

The governing body will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body, hiring or renting the school facilities or premises, to liaise with the school on these matters where appropriate.

Where a lease or hire agreement is entered into, the governing body will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement.

22. HEALTH AND SAFETY

The headteacher of Longcause will ensure that there is a robust, up-to-date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of pupils and staff at the school. The headteacher will identify and manage health and safety, through the use of risk assessments, which are carried out:

- On an annual basis for the school learning spaces and environment in and outdoors.
- For all school trips and educational visits.
- For pupils travelling between locations during the school day.
- For all work-based learning on work experience placements.
- When a pupil returns to school following an exclusion due to risky or violent behaviour.
- When there are any changes to the premises or practices.
- Following a serious accident in relation to staff and/or pupils.
- When there is a high-level risk associated with contact with parents.
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage.

The school takes a risk-based approach to visitors and contractors on site. The normal procedure for visitors and contractors not working directly with children is that they will:

- Report to the school reception on arrival.
- Provide proof of identity.
- Wear a name badge at all times
- Receive suitable supervision by school staff when on site.
- Be made aware of the arrangements for safeguarding and health and safety.
- Comply with the relevant vetting checks specified through the school's recruitment process.

Any member of staff who sees an adult (whom they do not recognise) who is not wearing a badge to identify them should inform the SLT straight away.

Site security is important.

23. EQUAL OPPORTUNITIES

Longcause and its Governing Body must take into account the Equality, Diversity, and Values Policy when discharging their duties under this policy.

24. MONITORING OF THE POLICY

Compliance with the policy will be monitored by the Headteacher, designated safeguarding lead (DSL) and named safeguarding governor/trustee. This will take the form of termly questionnaires to assess understanding of policy and procedures, learning walks and scrutiny of my concerns.

APPENDIX 1: STAFF GUIDANCE

Procedures in respect of Child Abuse Early Help

If a child or family would benefit from support from multiple services, then social care may request that an Early Help Assessment (EHA) is carried out first. The assessment aims to identify what kind of support the child or family needs to resolve the problem.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health, and Care Plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from education, care or from home.
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in custody or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.
- Has experienced multiple suspensions, or is at risk of being permanently excluded from school

The Early Help Assessment is a multi-agency assessment, often led by a lead professional, who could be a social worker or other professional who already provides support to the child and family. This person may be the school's Designated Safeguarding Lead.

It also needs to be undertaken with agreement from both the child and their parents or carers and must involve the child, the family, and any other professionals who are working with them.

If the EHA results in the professional suspecting that the child is in need, or likely to suffer significant harm, then a referral should be made to social care straight away.

Once the referral has been accepted by social care, a multi-agency assessment - as detailed under section 17 of the Children Act 1989 - is required to determine whether the child is in need, which services are appropriate, and what action to take.

Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

THE PURPOSE OF THE ASSESSMENT IS TO:

Assess if a child is in need. Section 17 explains that a child is in need when: they are unlikely to achieve or maintain, or have the opportunity of achieving and maintaining, a reasonable standard of health or development without the provision of services by a local authority; their health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or they are disabled.

Gather important information about a child and family. Section 17 requires a local authority to, as far as possible, promote the upbringing of the child within the family and to ascertain the wishes and feelings of the child whilst balancing this with the child's welfare.

Analyse their needs and/or the nature and level of any risk and harm being suffered by the child.

Decide whether the child is suffering, or likely to suffer, significant harm.

Provide support to address those needs to improve the child's outcomes and make them safe.

The assessment is child-centred, and all decisions must be made with the child's best interests in mind. This includes focusing on outcomes that address the child's needs, both within their family and the wider community, and seeing decisions from the child's perspective. Hearing the child's voice and opinions is crucial.

The assessment is also a continuous process, not a one-off event, and is regularly reviewed to ensure the child continues to receive the services that they need.

The social worker who carries out the assessment will analyse all information they have about the child, including the results of any EHA, and clarify the child's needs and level of risk that they may be facing. As someone who works with the child, you may be required to provide further information about the child and family.

If the information gathered from the assessment results in the social worker suspecting that the child is suffering, or likely to suffer, significant harm, then a multi-agency strategy meeting/discussion must be held to decide what further action is needed. This multi-agency strategy discussion will involve representatives from social care, the police, health services, and any other relevant services or people, such as the person who made the referral.

The discussion may be in person, over a telephone conference, or both, and can take place at any time from the moment of referral right through the assessment process.

SECTION 47 ENQUIRIES

Section 47 enquiries are necessary when there is a need to safeguard and promote the welfare of a child because they are suspected of suffering significant harm.

Section 47 of the Children's Act imposes a duty on local authorities to investigate when there is a child in their area who is:

- Subject to an emergency protection order;
- In police protection; or,
- Where the local authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm.

Under the Act, "the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare".

The enquiry is a dynamic process but usually involves:

- Speaking to the child who is the subject of concern to ascertain their wishes and feelings.
- Interviewing parents or carers and determining wider factors that may impact on the child and family.
- Systematically gathering information about the child's and family's history.
- Analysing the findings of the assessment.
- Undertaking appropriate medical tests, examinations, or observations to determine how the child's health or development may be being impaired.

Local authority social workers are responsible for deciding what action to take and how to proceed following section 47 enquiries. Where concerns of significant harm are substantiated and the child is believed to be suffering, or likely to suffer, significant harm, social care will:

- Convene an initial Child Protection Conference within 15 working days of the strategy discussion. Consider whether any professionals with specialist knowledge should be invited to participate.
- Help prepare the child and parents if needed.

Social care may ask professionals who have contact with the child to contribute further information or attend the Child Protection Conference to help with the decision making.

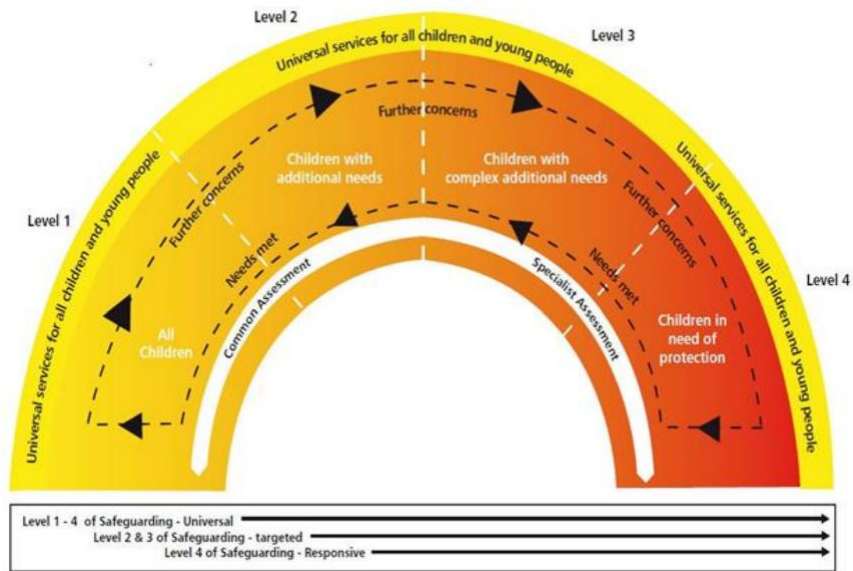
These meetings are chaired by Independent Reviewing Officers, who are employed by the local authority but act independently. The meetings bring together professionals, gather evidence, and determine actions that are required to safeguard the child.

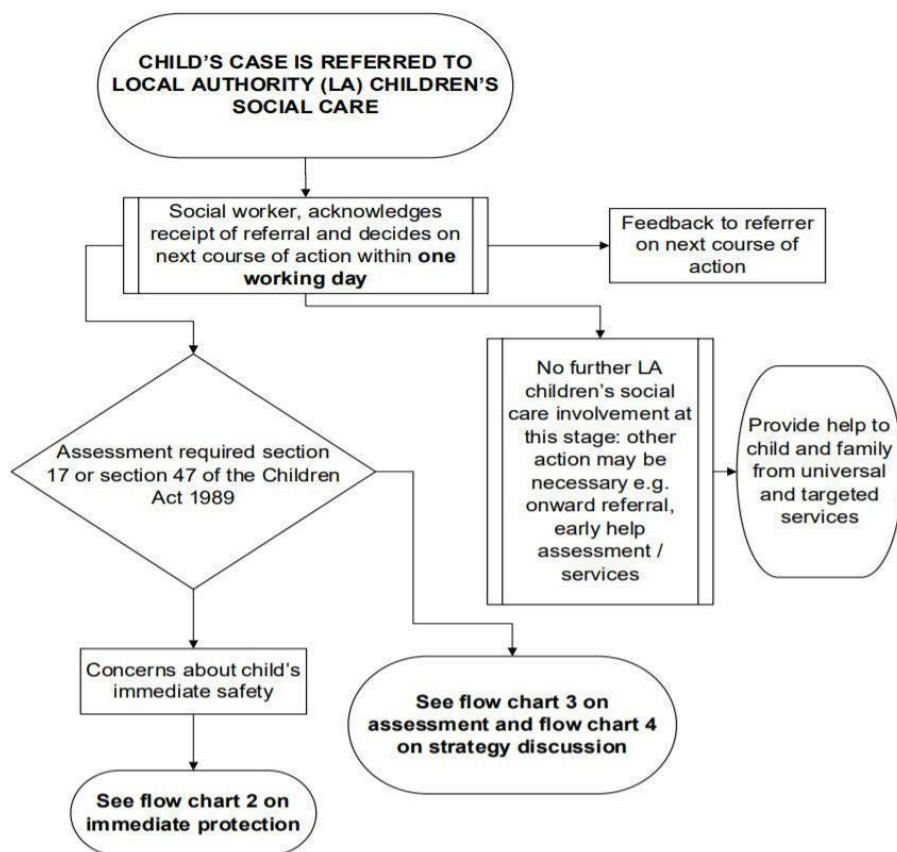
If it is found that the concerns of significant harm are not substantiated, then social care should:

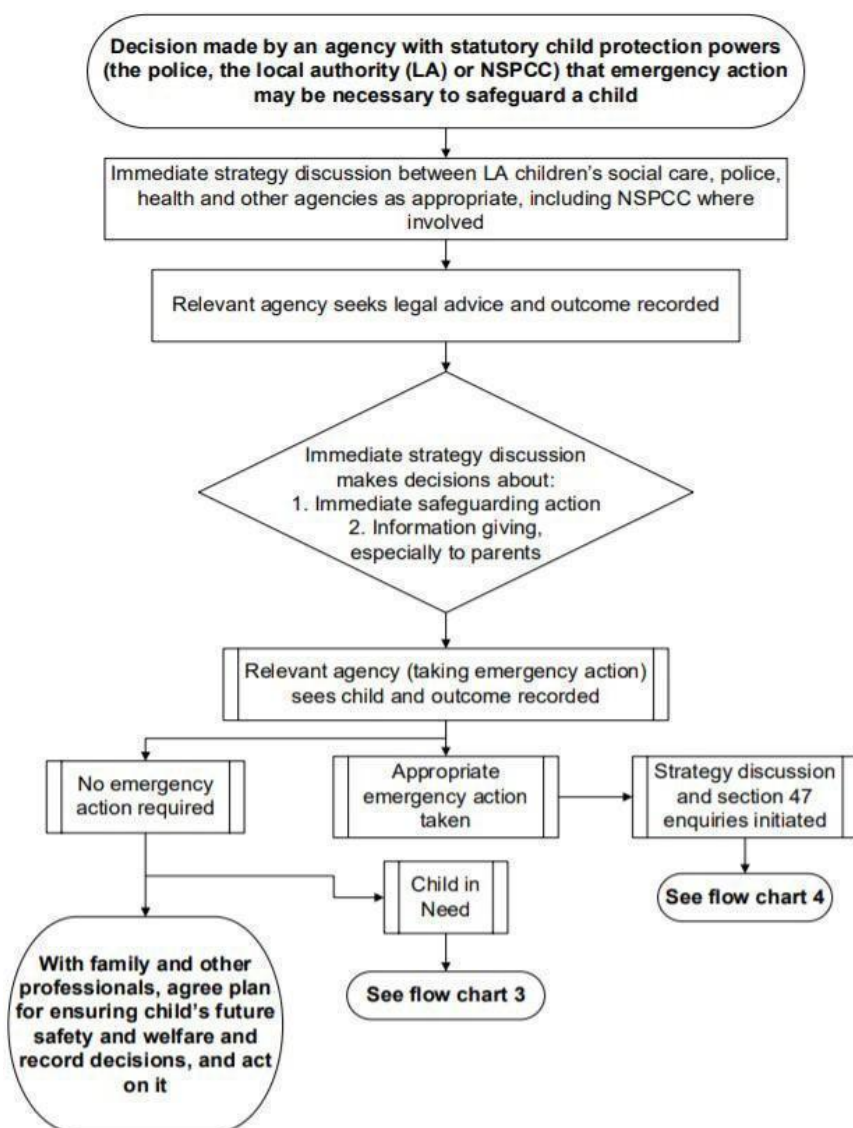
- Discuss the case with the child, their parents, or the professionals involved.
- Determine whether support from services is needed.
- Consider if the child's health and development need to be re-assessed.

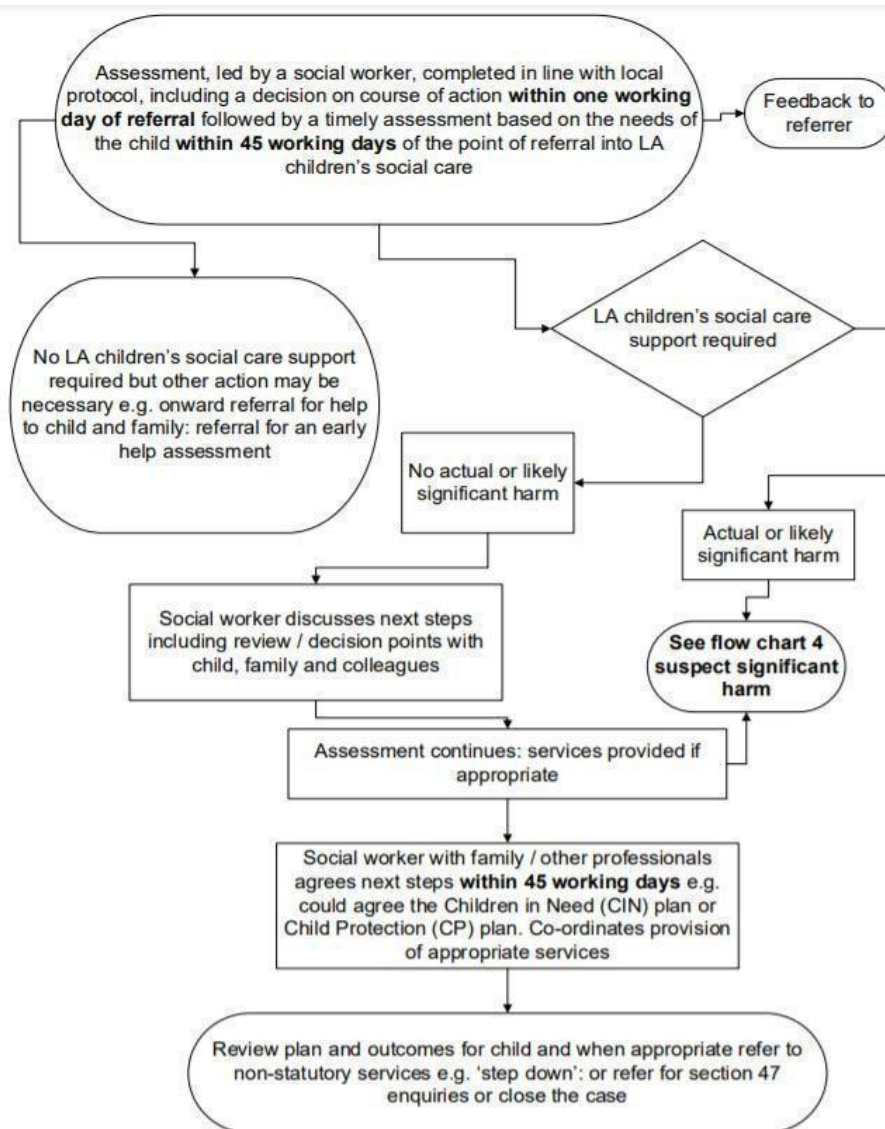
If the local authority considers the child at risk of significant harm, or beyond parental control, then they will start the process of applying to the family courts for a Care Order under section 37 of the Children's Act, or they will seek joint parental control under section 20 of the Children's Act 1989.

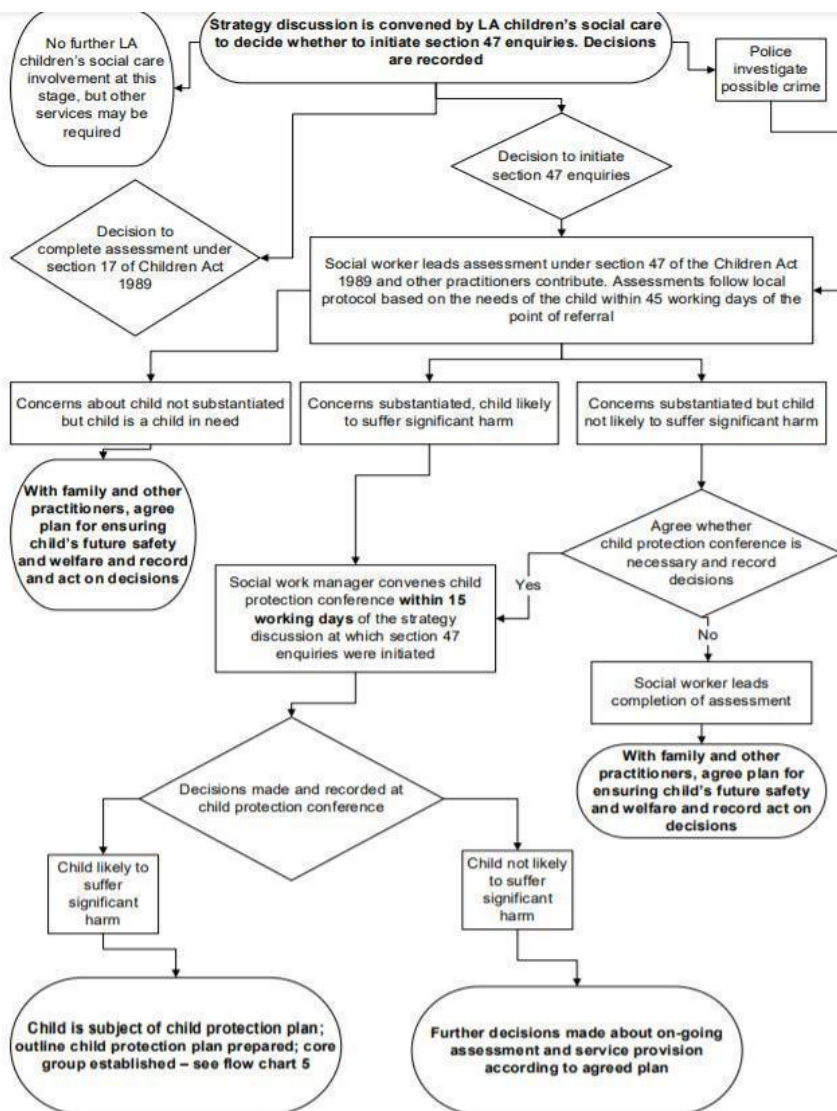
Local Authorities assess each case, against a threshold, to ascertain which level of service, if any, is most suitable. The image below represents the decision making of the continuum of need when making these assessments.











ADDITIONAL GUIDANCE FOR ALL STAFF ON DEALING WITH DISCLOSURE

Dealing with disclosures of abuse

- Always listen carefully and quietly. Do not press for any evidence at all.
- Remain calm and reassuring. Do not dismiss the disclosure and do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial expressions and body language.
- Do not interrogate or ask leading questions (it could later undermine a case).
- Ensure you take a written verbatim account of the child's disclosure.

Staff should be aware that written accounts could become part of a statutory assessment or criminal investigation.

Where there is an online element, the key consideration is for staff not to view, copy, print, share, store or save illegal images of a child. Where viewing images is unavoidable, the following link provides advice on how to respond: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

At this point, staff should take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright.'
- Reassure the student by telling them that they have done the right thing in telling you. Do not offer physical reassurance.
- Do not delete the imagery or ask the young person to delete it.
- Never make the child feel that they are wrong for bringing issues to your attention.
- Do not admonish in any way e.g. 'I wish you had told me sooner.'
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Inform the DSL initially verbally.

Under no circumstances discuss the matter with any other person. If the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL.

If the child agrees, and it is appropriate, take them with you to the DSL.

With the DSL, prepare a detailed report itemising:

- The information revealed by the student. It should not contain any opinion whatsoever.
- Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the school.
- Date and sign any written record of events and action taken and keep confidential and secure.

This must be kept in absolute confidence and not shared with anyone else.

The DSL keeps Child Protection records centrally and securely and are not kept in the child's file.

All staff are under a duty to report all suspicions of abuse to the DSL (or as per the instructions in the main policy document where the DSL is not available).

The DSL is responsible for passing on these concerns to children's services.

Accurate records are essential in the event of further investigation.

Any referral must include as much relevant information as possible. Systems for referral should be in line with local protocols which can be found [here](#)

If you see or hear something that is concerning:

- Don't ignore it or assume that it is someone else's responsibility to report it.
- Seek advice from one of the safeguarding team
- Upload all information to the school's safeguarding system (CPOMS)
- Don't feel silly – if it worries you, someone else needs to know.

If it is something related to safeguarding, but not a child whose safety is immediately at risk, inform the appropriate Pastoral Leader or safeguarding officer in person and follow up with a one-line email notifying the DSL that there is a safeguarding concern.

If it is related to a child being at risk, see the DSL or Deputy DSL immediately and, definitely, before the child goes home that day where possible.

All staff may raise concerns directly with Children's Services if they feel an incident is not being dealt with appropriately or are unable to locate relevant staff.

Concerns about adults in the school should be made directly to the headteacher.

APPENDIX 2: THE SCHOOL'S STATUTORY DUTY AND GUIDANCE DOCUMENTS

This policy sets out how Longcause will meet its statutory duty to safeguard and promote the welfare of our students. It has been developed in accordance with the law and guidance found at <https://www.gov.uk/> that seeks to protect children.

Further guidance in relation to the safeguarding topics covered in this policy include:

- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.](#)
- [Working Together to Safeguard Children.](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation.](#)
- [Teaching Online Safety in Schools.](#)
- [Information About Mandatory Reporting of Female Genital Mutilation.](#)
- [Protecting Children from Radicalisation: The Prevent Duty.](#)
- [Prevent Duty Guidance: England and Wales.](#)
- [Inspecting Safeguarding in Maintained Schools and Academies.](#)
- [Inspecting Safeguarding in Early Years, Education and Skills Settings.](#)
- [Preventing Youth Violence and Gang Involvement.](#)
- [Criminal Exploitation of Children and Vulnerable Adults: County Lines.](#)
- [Sexual Offences Act.](#)
- [The Children Act 1989 and 2004 and The Education Act 2002.](#)
- [Mental Health and Behaviour in Schools: Departmental Advice.](#)
- [Multi-Agency Statutory Guidance on Female Genital Mutilation.](#)
- [Learning Together to Be Safe - a toolkit to help schools contribute to the prevention of violent extremism.](#)
- [The Prevent Strategy: A Guide for Local Partners in England.](#)
- <https://www.gov.uk/government/collections/secondary-school-teachers-useful-information>
- <https://www.gov.uk/government/publications/teachers-standards>

If anyone wishes to seek further information or guidance, they can refer to the above documents.

APPENDIX 3: LEAD DSL JOB DESCRIPTION

The Headteacher will be the Designated Safeguarding Lead for Longcause.

Core Purpose of DSL Role

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will take a lead role in developing and reviewing safeguarding and child protection policies and procedures.

They will lead a team of Deputy Designated Safeguarding Leads, ensuring that they receive appropriate training for the role, and are supported to make decisions and referrals, pertinent to the safety and welfare of the children.

They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

Duties and Responsibilities

Managing referrals

- Refer cases of suspected abuse, and support staff who make referrals to the local authority children's social care
- Refer cases to the police or Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases and support staff who make referrals, to external supporting agencies i.e. Turning Point and Youth Offending
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referral (via school system).
- Ensure referrals are dealt with in a timely manner and followed up when required.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigation
- Inform the headteacher of any child protection concerns in all cases where a member of school staff is involved to enable them to liaise with the case manager and the local authority's designated officer (LADO)
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice, and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so.
- Liaise with safeguarding leads from feeder schools prior to admission and throughout the period of enrolment, to ensure information and concerns are shared

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role

- Undergo Prevent training and be able to:
- Support the school or college in meeting the requirements of the Prevent duty
- Undergo training on female genital mutilation (FGM) and be able to:
- Provide advice and support to staff on protecting and identifying children at risk of FGM
- Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- In conjunction with the HR administrator, ensure staff complete recommended safeguarding statutory training within their first term of employment and yearly refreshers as required.
- Ensure external agencies receive access to appropriate safeguarding training, and complete in a timely manner.

Raise awareness

- Write and update Longcause Child Protection and Safeguarding Policy, ensuring it is always compliant with the latest guidance.
- Work with the governing body to ensure the school child protection and safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Make sure that everyone working or volunteering with the children and young people, including the governing body, understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare
- Make sure children and young people and their parents know who they can talk to if they have a welfare concern and understand what action the organisation will take in response
- Link with the Plymouth Children Safeguarding Partnership to make sure staff are aware of the latest local policies on safeguarding
- Be alert to the specific needs of children in need, those with special educational needs, young carers, and children in care.
- Be responsible for identifying and highlighting to SLT colleagues; trends in behaviour and attendance that may affect pupil welfare.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them
- Ensure children know that staff are there to support them and can signpost them to external agencies when needed
- Ensure appropriate safeguarding resources are shared with staff, children, and parents electronically and on the school social media platforms.

Other areas of responsibility

- Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
- Undertake safer recruitment training and support the school to follow best practice.

- Monitor the single central record and ensure it complies with all relevant legislation.
- Provide termly safeguarding reports to the governors.
- Model best practice and always uphold the principles of confidentiality and data protection.
- Complete the Local Authority Section 175 annual audit and ensure all actions resulting from this are implemented in a timely fashion
- Monitor and review cases recorded on the CPOMS safeguarding reporting system, ensuring staff are assigned case responsibilities and are aware of next steps.

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally, this will be in person but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

APPENDIX 4: DEPUTY DSL JOB DESCRIPTION

Responsible to: Lead DSL

Main Purpose

The Deputy DSL will take responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

The Lead DSL may be delegate to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

The Deputy DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Duties and Responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the police or Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child online
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the Lead DSL of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Senior Leadership Team, taking responsibility for promoting educational outcomes by:

- o Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- o Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school

The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Liaise with the Lead DSL to ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
 - o A clear and comprehensive summary of the concern
 - o Details of how the concern was followed up and resolved
 - o A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge, and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process

- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

APPENDIX 5: TERMLY SAFEGUARDING REPORT TO GOVERNORS

WHOLE SCHOOL SAFEGUARDING ISSUES:

Safeguarding Report – Governing Body Meeting

Date: [insert date]

Designated Safeguarding Lead	Faye James
Deputy Designated Safeguarding Leads	Trudi Skinner Jade Johnson-Sweet Grace Sanders Kelly Shaw
Safeguarding Governor	Fred Jenkins
LAC/PLAC Designated Teacher	Grace Sanders
Online Safety Lead	Trudi Skinner
Mental Health Lead	Trudi Skinner
Local Authority Designated Officer (LADO)	Sally Parma

Number of pupils on Child Protection Plans	
Number of pupils on Child in Need Plans	
Number of Pupils receiving Short Breaks	
Number of Early Help Assessments open	
Number of LAC pupils on roll	
Number of PLAC pupils on roll	
Number of staff allegations made	
Number of MASH referrals	

APPENDIX 6: ANNUAL SAFEGUARDING REPORT TO GOVERNORS

Safeguarding Annual Report - [Insert date]

Designated Safeguarding Team	Faye James Trudi Skinner
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Safeguarding and Child Protection Policy

	Jade Johnson-Sweet Grace Sanders Kelly Shaw
LAC/PLAC Designated Teacher	Grace Sanders
Safeguarding Governors	Fred Jenkins
Child Protection / CIN	
EHAT	
LAC Pupils on roll PLAC Pupils on roll	
Number of incidents sexual harassment	
Number of Allegations Against Staff	
Amendments to policies	
CPD	

<u>Pupil</u>	<u>Overview of what happened</u>	<u>Action Taken</u>	<u>Update of situation</u>