

Langside School



Children's Team

**SAFEGUARDING POLICY**

	Date	Signature
Review	May 2019	JP
Review	March 2020	JP
Review	March 2021	JP
Review	March 2022	GR
Review	March 2023	

## **Whole School Child Protection and Safeguarding Policy**

The Langside School Child Protection and Safeguarding Policy provides a secure framework for the staff in safeguarding and promoting those pupils who attend our school.

The DfE's Keeping Children Safe in Education defines Safeguarding as:

**'Safeguarding** and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'

**Child Protection** refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

### **1. Ethos**

*Safeguarding at Langside School is considered everyone's responsibility and as such our school aims to create the safest environment for every pupil.*

*We will work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need.*

### **2. Responsibilities and expectations**

Langside School has a legal responsibility to make sure that it has an effective child protection and safeguarding policy and procedures in place and monitors compliance against these. The school will also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the school to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Principal) or volunteers.

The **Designated Safeguarding Lead** is Jonathan Seaward (jon.seaward@langsideschool.org.uk). If he is not available, then the **DSL Deputies** are Liz Wilson and Hazel Thomas

The nominated governor with safeguarding responsibility is Stephanie Vaughan-Mason (stephanie.vmason@diverseabilities.org.uk)

## **Langside School staff work closely with new Pan Dorset Safeguarding Children Partnership**

The Pan Dorset Safeguarding Children Partnership will be led by the four organisations:

Bournemouth, Christchurch and Poole Council  
Dorset Council  
NHS Dorset Clinical Commissioning Group (CCG)  
Dorset Police

- The new arrangements will see partners working more closely together to strengthen the safeguarding of children and young people across the county.
- Each partner has a statutory leadership responsibility within the new arrangements, but all other agencies that work with children will continue to have a critical role in effective partnership working.
- Importantly, the way in front line professionals can access support and advice to safeguard children will not be changing including contact details for the MASH, access to policies and procedures and training.

**Langside School has signed up to the Dorset Overarching Information Sharing Protocol, which allows information to be shared at MARAC (Multi Agency Risk Assessment Conference) and the school to receive DV1 (Domestic Violence) alerts.**

### **3. Specific Roles in Safeguarding Children**

The Designated Safeguarding Lead (DSL) takes the lead responsibility for:

- Safeguarding and child protection and on allegations against staff
- Keeping secure Child Protection, Children in Need and other plans, writes records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings.

- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit and report to the Governing Body.

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The DSL has a role in ensuring that the whole school safeguarding training takes place at least every two years (recommended).

The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at Langside School and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is required to complete an annual Self-Review Assessment Audit which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan.

All Child Protection concerns need to be acted on **immediately**. If anyone is concerned that a child may be at risk or is suffering abuse, they should tell the DSL.

**All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency, including social services or the police.** Where a disclosure is made to a visiting staff member from a different agency, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Any records made should be kept securely on the child's main school/child Protection file.

#### **4. The purpose of this policy is to:**

- Afford protection for our pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and

symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.

- It is essential that members of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Principal or if the concern is regarding the Principal, to the CEO and Chair of Governors and the LADO.

## 5. Aims of the Policy

- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with

all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

## **6. Early Help**

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges. (KCSIE 2021 Paragraph 18).

Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving.

In order to do this, Langside School will work with other local agencies to identify children and families who would benefit from early help, this could include:

- Undertaking an assessment of the need for Early Help;
- Providing Early Help services e.g. School Nurse, Family Outreach Worker;
- Referring to appropriate services e.g. *Child and Adolescent Mental Health Services (CAMHS)*, Young Adults Drug & Alcohol Service (YADAS), Mosaic, Starfish, Parenting groups.

Contextual Safeguarding issues i.e. children vulnerable to abuse or exploitation outside of their families, should be taken account of, Working Together paragraph 33 and KCSIE 21, and how the school can help to protect children accordingly.

Bournemouth, Christchurch and Poole (BCP) Council operate a single point of contact for both Early Help and other children's services.

If there are concerns about the safety or welfare of children and young people or if support is required in agreeing an Early Help offer, the Children's Services First Response Hub is the first point of contact for everyone, providing access to all services for children and families living in Bournemouth, Christchurch and Poole. The Children's Services First Response Hub provides the public and professionals with advice, information and support for children who are vulnerable and at risk and is made up of the Multi-Agency Safeguarding Hub (MASH) and Early Help Team who provide:

- A prompt response when children or young people are considered to be at risk of harm;
- Advice and support for practitioners in agreeing an early help offer for children and young people;
- Simpler access to advice and support.

Contact the Children's Services First Response Hub:

If you are worried that a child or young person is at risk of, or is being hurt or abused or if you know of a child or young person who may be vulnerable without additional help and support if you want to know more about the services available to support children, young people and their families:

01202 735046 [childrensfirstresponse@bcpcouncil.gov.uk](mailto:childrensfirstresponse@bcpcouncil.gov.uk)

Monday to Thursday: 8.30am to 5.15pm, Friday: 8.30am-4.45pm

For urgent referrals in relation to child protection:

In an emergency, or if you believe a child is at immediate risk of harm, call the police on 999. Out Of Hours - The Children's Social Care Out of Hours service is the emergency response service for any child who is in crisis, needs urgent help or is at serious risk of significant harm. Hours of operation are 5pm to 9am from Monday to Friday, all day Saturdays and Sundays and all bank holidays, including Christmas Day and New Year's Day:

01202 738256 [ChildrensOOHS@bcpcouncil.gov.uk](mailto:ChildrensOOHS@bcpcouncil.gov.uk)

## 6. Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- The DSL / SLT / staff will use the LSCB **Levels of Need and Continuum of Support** guidance (Oct 2019) when making decisions about appropriate support or referral for a child. This includes reference to the 'Four levels of need' and the 'Three domains'.

- Staff need to have an attitude of ‘**it could happen here**’ where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Staff at Langside School should always make reference to the LSCB/PDSCP ‘Non-Mobile Children Policy’.

## **7. Following up referrals**

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child’s situation does not appear to be improving, the DSL should use the ‘escalation process’.
- It is essential that the school remains actively involved in support and plans, even where another agency is taking the lead whether at early help, child in need or child protection level

## **8. Partnership with Parents**

The school shares a purpose with parents to educate, keep children safe from harm and have their children’s welfare promoted

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Langside School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

## **9. Domestic Abuse**

The Cross-Government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.



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 themselves for the abuse or may have had to leave the family home as a result.

Langside receives information from the police to alert the DSL in the school when there has been an incident of domestic abuse in a household where a child lives. This allows us to monitor and support the child. If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the child's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

### ***Operation Encompass***

*Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide 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. This ensures that 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.*

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 provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- <https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse..>

The school website provides contacts to local domestic abuse services such as National Domestic Violence Helpline: 0808 2000247, Poole Domestic Abuse Outreach: 01202 710777.

### **11. Pupils with Child Protection Plans**

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or Deputy will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full potential. The school will ensure that appropriate support mechanisms are in place in school.

### **12. Safer Recruitment and Selection**

At Langside we will ensure that we have a member on every recruitment panel who has received the appropriate Safer Recruitment and selection training. All of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. **All of this information is kept in the school Single Central Record.**

### **13. Safer Working Practice**

- Safe working practice ensures that pupils are safe and that all staff and volunteers;
  - Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
  - Work in an open and transparent way
  - Work with other colleagues where possible in situations open to question

- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents with the actions and decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

### **Staff Training and Induction**

All new staff, volunteers and Governors will receive a safeguarding induction to ensure understanding of the Safeguarding Policy and Procedures.

The DSL, Deputy and Officers will attend Level 3 safeguarding training at least once every two years. The DSL and or Deputy will attend the Local Authority's safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and Pan-Dorset Safeguarding Children Partnership guidance. The Nominated Safeguarding Governor will also attend training updates as recommended.

The whole school staff group will receive regular formal safeguarding training by the DSL. Additionally every three years an external qualified person will deliver Level 1 training. Those not in attendance will be sent level 1 safeguarding training to be completed online.

Staff are regularly supplied with a personal copy of safeguarding documentation such as Part 1 and Annex A of KCSIE and must sign to say they have read and understood. The school has a record of all safeguarding training. Those who miss training are rapidly followed up to complete their outstanding training.

**Weekly staff/SLT meetings are a platform for staff to discuss concerns and also for updates to be shared. Supervision is also used as a support mechanism for key staff.**

## **14. Staff Behaviour**

Please see the Langside School Staff Conduct Policy, which highlights the following:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Maintaining appropriate standards of conversation and interaction in the presence of children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers, governors not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Staff and volunteers are reminded to declare any offences or involvement with the police relevant to their employment
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO as appropriate.

## **15. Allegations against staff**

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Principal who will refer to the appropriate LADO.

The LADO is the person to whom concerns and allegations about adults who work with children in schools should be reported.

This is a statutory role and the LADO should be contacted when there is an allegation made against a member of staff or volunteer who works in a school.

The individual may have:

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

To contact the BCP LADO, telephone 01202 456744 or email [lado@bcpcouncil.gov.uk](mailto:lado@bcpcouncil.gov.uk)

Any concern or allegation against the Principal should be reported to the Chair of Governors or the CEO of Diverse Abilities, who will then report this to the LADO.

KCSIE 2021 part 4 covers allegations of abuse made against teachers and other staff details the procedures that will be followed for both the investigation and support for the member of staff.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child 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 a child is paramount. The **school's whistle blowing policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All staff are aware of the NSPCC whistle blowing helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

### **17. Welcoming other Professionals**

Visitors with a professional role, such as the school paediatrician, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

*For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE 2021 will be followed.*

## **18. Off Site Visits**

Off site visits will be the subject of a risk assessment. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead/Principal, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an offsite provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

## **19. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image
- Ensure that children are appropriately dressed

Consider making a statement at events where parents are taking photographs of children that these are to be for personal use only (can add that these are not to be shared on social media).

## **20. Recognising concerns, signs and indicators of abuse**

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can also have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

### **Physical Abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

### **Emotional Abuse**

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

## **22. Current Safeguarding Issues**

***The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the Pan Dorset Safeguarding Children Partnership website.***

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Langside does not condone practices that are illegal and which are harmful to children. Examples of particular practices are

### **Forced Marriage**

Langside does not support the idea of forcing someone to marry without their consent.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
- emotional and psychological – for example, making someone feel like they are bringing ‘shame’ on their family

Financial abuse, for example taking someone’s wages, may also be a factor.

The Forced Marriage Unit operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from safety advice, through to helping a forced marriage victim prevent their unwanted spouse moving to the UK (‘reluctant sponsor’ cases). In extreme circumstances the FMU will assist with rescues of victims held against their will overseas.

The FMU undertake an extensive training and awareness programme targeting both professionals and potential victims, and carries out a range of work to raise awareness.

### **Contact**

- telephone: +44 (0) 20 7008 0151
- email: [fmufco@fco.gov.uk](mailto:fmufco@fco.gov.uk) marriage

### **Under-age Marriage**

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Under-age or Child marriage” is generally understood to mean marriages that take place before age 18, but for many girls, marriage occurs much earlier. In some



countries, girls as young as 7 or 8 are forced by their families to marry much older men. The reasons girls are married are diverse, and parents sometimes believe that through marriage, they are protecting their daughters and increasing their economic opportunities. However, child marriage exposes girls to increased health problems and violence, denies them access to social networks and support systems, and perpetuates a cycle of poverty and gender inequality

**Child marriage is also closely linked to [female genital mutilation \(FGM\)](#) – the partial or full cutting of a girl’s clitoris and labia for non-medical reasons – which is considered essential for marriage in many communities, particularly in sub-Saharan Africa.**

The **social stigma of not following tradition** ensures the practice continues.

### **Genital mutilation/female circumcision**

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Langside staff we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

*In line with legislation, staff are aware of the requirement to report any disclosure by a child under 18 years old that they have suffered FGM, to the police.*

### **Children at risk of CSE (Child Sexual Exploitation)**

Child sexual exploitation (CSE) is a type of [sexual abuse](#). When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called [grooming](#). They may trust their abuser and not understand that they're being abused.

Children and young people can be [trafficked](#) into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in [gangs](#) can also be sexually exploited.

Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them.

Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups.

The school works together with other agencies to identify and reduce the risks of child sexual exploitation. The school always refers to Pan Dorset Safeguarding Children Partnership guidance and to local practice using the risk tool. Staff receive regular updates about CSE.

[PACE](#) works with parents and carers of children who are, or at risk of, being sexually exploited. You can call them for confidential help and advice on [0113 240 5226](tel:01132405226) or fill in their [online form](#).

[Barnardo's](#) can support parents through their services across the UK.

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

### **Children Missing Education**

The school will keep its admission register accurate and up to date  
The school attendance policy is regularly updated and understood by all staff.

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the local procedure and refer to the Local Authority education welfare/attendance service. All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend or unfit to attend on health grounds.

### **Prevent Agenda**

Langside school recognises its responsibilities in relation to the Counter Terrorism and Security Act 2018. This duty is known as the Prevent duty:

- The Prevent lead will be the DSL;
- The school will risk assess children for being radicalised and drawn into terrorism;
- The school knows what to do to support those assessed and how to make a referral to the MASH or for immediate response call the Anti Terror hotline on 0800 789321;
- Where school has any concerns about children travelling to a conflict zone, advice may be sought from the Home Office and a referral to the MASH if still concerned;
- The school will, working in partnership with other agencies;

- The school will engage with the Parent / Carer and family members who are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and sign post them to support. The school will discuss any concerns the school has with Parent / Carer unless this is thought to put the child at risk;
- The school will train staff to raise awareness;
- The school will publicise the Educate against hate website to staff and parents (via the school web site) <http://educateagainsthate.com/>

### **Honour Based Violence**

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence, Langside School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Domestic Abuse**

The Government defines domestic abuse as ***“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”***.

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Langside we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.

- A close relative.
- A Local Authority.
- for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Langside School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

***The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate.***

### **23. School Safeguarding Responsibilities Summary**

**– the school will:**

- Abide by the Keeping Children Safe in Education (KCSiE) guidance
 

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSiE Part one).
- Give all staff a copy of Part 1 of KCSiE and ensure that it is read and understood and knowledge of and access to all of KCSiE especially Part 4 Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the PDSCP. Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Ensure that the DSL (usually) leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children (Designated teacher) who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate Bournemouth and Poole procedures, school policy and good practice guidelines
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training

- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the parents/children's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, will be shared with the School Board leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance and legislation.
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

#### **24. DSL and File Transfer**

- Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

## 25. Links to relevant law and guidance

- Working Together to Safeguarding Children 2018  
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2019  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- *Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)*  
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- *Guidance for Safer Working Practice for Adults who work with children and young people*  
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>
- What to do if you're worried a child is being abused – March 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – e-safety guidelines  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251455/advice\\_on\\_child\\_internet\\_safety.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf)
- Safeguarding: Disclosure and Barring – changes from September 2012  
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner's Office – Data Protection Act in Schools and Education  
[http://ico.org.uk/for\\_organisations/sector\\_guides/education](http://ico.org.uk/for_organisations/sector_guides/education)
- The South West Grid for Learning (SWGfL)  
<http://swgfl.org.uk/>

- LSCB Levels of Need and Continuum of Support (Oct 2019)  
[http://www.proceduresonline.com/pandorset\\_scb/user\\_controlled\\_lcms\\_area/uploaded\\_files/LSCB%20Levels%20of%20Need%20%26%20Continuum%20of%20Support%20-%20July%202016.pdf](http://www.proceduresonline.com/pandorset_scb/user_controlled_lcms_area/uploaded_files/LSCB%20Levels%20of%20Need%20%26%20Continuum%20of%20Support%20-%20July%202016.pdf)
- BCP Council Multi Agency Safeguarding Hub (MASH)  
Email: [MASH@bcpcouncil.gov.uk](mailto:MASH@bcpcouncil.gov.uk)  
Tel. 01202 735046
- LADO (Local Authority Designated Officer) Service  
Email: [lado@bcpcouncil.gov.uk](mailto:lado@bcpcouncil.gov.uk)  
Tel. 01202 456744
- Children's Social Care Out of Hour's Service  
Email. [ChildrensOOHS@bcpcouncil.gov.uk](mailto:ChildrensOOHS@bcpcouncil.gov.uk)  
Tel. 01202 738256