

# Child Protection and Safeguarding Policy



<b>Approved by:</b>	Board of Governors	<b>Date:</b> November 2020
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## Important Contacts

### Important contacts within school

Role	Name	Contact Details
Designated Safeguarding Lead	Ms Ruth Seagar	<a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Deputy Designated Safeguarding Lead	Mrs Cath Dobson	<a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Assistant Designated Safeguarding Lead	Mrs Kate Truan	<a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Assistant Designated Safeguarding Lead	Mrs Corinne Benham-Smith	<a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Assistant Designated Safeguarding Lead	Mrs Emma Pocock	<a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Assistant Designated Safeguarding Lead	Mrs Julia Strong	<a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Designated Online Safety Lead	Mr Ryan Brown	via the school, <a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Designated Looked After Children Lead	Miss Laura Marriott	via the school, <a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a> 01908 502572
Chair of Governing Board	Mrs Kristy Coogan	via the school, <a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a>
Designated Safeguarding Governor	Mrs Kristy Coogan	via the school, <a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a>

Safer Recruitment Governor	Mr Mike Rowlands,	via the school, <a href="mailto:office@priorityrise.milton-keynes.sch.uk">office@priorityrise.milton-keynes.sch.uk</a>
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### **Local Authority Contacts**

#### **To make a referral or consult regarding concerns about a child:**

Milton Keynes Council Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours

or

Emergency Social Work Team

Tel: 01908 265545

Out of office hours email: [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)

#### **For allegations about people who work with children:**

Contact the MILTON KEYNES COUNCIL MASH as above or:

Local Authority Designated Office (LADO)

Tel: 01908 254306 email: [lado@milton-keynes.gov.uk](mailto:lado@milton-keynes.gov.uk)

For information about safeguarding training for schools and education settings.

Sara Butler - Leadership and Governance Services

Tel: 01908 253787 or email: [sara.butler@milton-keynes.gov.uk](mailto:sara.butler@milton-keynes.gov.uk)

For general queries regarding safeguarding.

MKC Children & Families Head of Safeguarding: Tel: 01908 254307

Milton Keynes Safeguarding Children Board. Detailed information and guidance about safeguarding children and inter-agency training opportunities - [www.mkscb.org](http://www.mkscb.org)

## 1. Safeguarding Principles, aims and definitions

### 1.1 Safeguarding statement

Safeguarding is everybody's business. All school staff have a moral and statutory responsibility to provide a safe environment for children in which they can learn. Schools are well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children.

Therefore, all school staff will receive appropriate safeguarding children training (which is updated regularly), to ensure they are aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff will receive safeguarding and child protection updates (via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead team (DSLs) will ensure that all temporary staff and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct and behaviour policy.

We ensure that the procedures contained in this policy are consistent with Milton Keynes Council and that they apply to all staff, supply teachers, volunteers and governors.

### 1.2 Safeguarding Policy Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

### 1.3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where

they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

#### 1.4. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment

- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- teenage relationship abuse
- upskirting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults.

**Child protection** - is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Early Help** - means providing support as soon as a problem arises to assist families and young people before their needs become acute; social care or other specialist intervention may be necessary. This can be as simple as: an adult listening to and giving some quality time to a child or providing some breakfast or a drink if the child is hungry or thirsty. A quick catch up with a parent/carer is often enough, but we recognise that we might need to speak to the Multi-Agency Safeguarding Hub (MASH) for advice before talking to parents/carers or to ask which service would be the most appropriate to signpost them towards.

We might need to liaise with medical staff or specialist teaching staff to ensure that we are providing appropriate care and personalised learning opportunities that will allow the child to feel safe and cared for. We ensure that children are nurtured through a curriculum which helps them to develop as an individual, as part of a family and as part of a community, with British values. The close monitoring of attendance, lateness, general appearance, behaviour and disposition make sure that all staff are in a position to identify children who may benefit from early help.

**Child** - refers to all young people under the age of 18. It applies to pupils in the school and extends to visiting children and students from other establishments.

**Parent** - refers to birth parents and other adults who are in a parenting role, for example, step-parents, foster carers and adoptive parents.

**Abuse** - any form of maltreatment of a child. Somebody may abuse a child by inflicting harm or neglect them by failing to act to prevent harm. Children may be abused or neglected in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**Physical** - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (Keeping Children Safe in Education)

**Emotional** - the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may 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. (Keeping Children Safe in Education - 2020)

**Sexual** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (peer-on-peer abuse). (Keeping Children Safe in Education 2020)

**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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Keeping Children Safe in Education 2020)

**LADO** - Local Authority Designated Officer. A person employed by Milton Keynes Council to advise on, monitor and manage safeguarding allegations made against everyone who comes into contact with children.

**Sexting** - (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

**Children** includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area 2.

## **2. Statutory Framework and Guidance**

In order to safeguard and promote the welfare of children and young people, we will act in accordance with all statutory and local legislation and guidance.

### **2.1 Local child protection procedures**

We will ensure that we have appropriate procedures in place for responding to situations in which:

- A child may have been abused or neglected or is at risk of abuse or neglect.
- A member of staff has behaved in a way that has, or may have, harmed a child or that indicates they would pose a risk of harm.

We will ensure that we are compliant with multi-agency child protection procedures that have been agreed locally through MK together.

The Designated Safeguarding Lead, staff and governors are aware of the guidance, its implications and the need to ensure that child protection issues are addressed using agreed procedures.

We will ensure that we will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the MASH. Milton Keynes' levels of need document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:

- The four stages of intervention from early help to child protection and the criteria that define these.
- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).  
<http://www.mkscb.org/wp-content/uploads/2016/04/MKSCB-Levels-of-Need-updated-July2016-FINAL-DOCUMENT.pdf>

### 3. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

### 4. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

#### 4.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization.

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## **4.2 The Designated Safeguarding Lead (DSL)**

The DSL is a member of the senior leadership team. Our DSL is Ruth Seagar. The DSL takes lead responsibility for child protection and wider safeguarding across the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of hours contact can be made to the Multi Agency Safeguarding Hub (MASH) 01908 253169/250170 during office hours.

When the DSL is absent, the Deputy DSL – Cath Dobson – and the Assistant DSLs – Corinne Benham-Smith (Assistant Head), Kate Truan (Assistant Head), Julia Strong (School Business Manager) and Emma Pocock (Learning Mentor) will act as cover.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL, Deputy DSL and Assistant DSLs are set out in their job description.

## **4.3 The Governing Board**

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education.

Section 15 of this policy has information on how governors are supported to fulfil their role.

#### **4.4 The Headteacher**

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL/Deputy DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

#### **5. Safer Working Practice**

We will maintain an environment in which children feel safe and learn, develop and have a voice by:

- Ensuring that our building and site is secure and that visitors to our school are properly checked and supervised.
- Having a Health & Safety policy and procedures and ensuring that they are understood by all staff.
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and to the activities undertaken. This will include risks within the wider school environment and any CP/Safeguarding issues will be considered both on site and when off-site, for example, planning day visits, fixtures and residential visits.
- Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, excellence, tolerance, equality and acceptable behaviour amongst our pupils (Behaviour Policy).
- Ensuring that all staff, governors and regular visitors and volunteers have been made aware of 'Guidance for safer working practice for those working with children and young people in education settings - May 2019' document and work to the guidance contained therein.
- Operating safer recruitment procedures in school, ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- Subjecting all staff and governors recruited by our school to appropriate identity, qualification and eligibility checks. References will be verified and appropriate criminal record checks (Disclosure and Barring Services – DBS - checks), barred lists checks and prohibition checks will be undertaken.

The level of DBS check required will depend on the role and duties of an applicant to work at Priory Rise School, as outlined in Part Three of the Department of Education (DfE) guidance 'Keeping Children Safe in Education – 2020'.

- All staff will have a current up-to-date DBS. Staff will get re-checked every 5 years.
- Only using employment agencies which can demonstrate that they actively vet their supply staff. We will report any alleged misconduct by temporary or agency staff to the employment agency concerned and to the Local Authority.
- Ensuring staff joining Priory Rise School receive a copy of this policy, the school's behaviour policy, the code of conduct and have access to a copy of 'Keeping Children Safe in Education 2020' document as part of their induction. Staff also receive the following policies – Behaviour, Social Networking, Online Safety, Whistleblowing, Medical Conditions, Fire Safety and Accident & Emergency.
- Ensuring that any parent or other person/organisation engaged by Priory Rise School to work in a voluntary capacity with pupils is subjected to all reasonable vetting procedures and Criminal records Checks, including DBS checks.
- Ensuring that any young person undertaking work experience in our school is safeguarded and supervised in accordance with the guidance in Keeping Children Safe in Education. There is a member of staff in school responsible for coordinating work experience placements – this staff member of Karley Woods
- Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to.
- Ensuring that child protection concerns or allegations against adults working or volunteering in the school, or former employees, are referred by the Headteacher, the DSL or Governor to the LADO (Local Authority Designated Officer). Any member of staff found not to be suitable to work with children will be notified to the Disclosure and Barring Service (DBS). For the LADO Tel: 01908 254300 or Email: lado@milton-keynes.gov.uk.

If the LADO is not available then contact MASH 01908 253169.

- Giving all visitors, governors and new staff joining our school a bespoke safeguarding leaflet which names the Designated Safeguarding Leads (DSLs) to report a concern to and explains how to make a referral, how to deal with a disclosure and whistle blowing procedures.

## **6. Information sharing and confidentiality**

If a pupil begins to confide any matter involving alleged abuse, or neglect, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- Do not make any promises to the pupil
- Stay calm and re-assuring
- Explain that you cannot promise to keep what they tell you as a secret. This is in your own interest, as you may have to inform the Designated Safeguarding Lead
- Listen to the child rather than directly question them

- Do not press pupils for details or ask leading questions
- Ask the pupil if they have told anyone else
- Write a detailed account, in the pupil's own words, dated, timed and record as soon as possible on the CPOMS system
- Inform the Designated Safeguarding Lead or one of the Deputy/Assistant Designated Safeguarding Leads that this account has been assigned directly to them as this may be needed as evidence in court.
- Assure the pupil that they have done the right thing and you know how difficult it is to talk about such experiences.

The key task at this moment is to listen to the pupil, not to interrupt while he or she is freely recalling significant events and to make a note of all that is said, which is to be passed to the designated member of staff. Staff should also be aware that noted recordings of the discussion may need to be used in any subsequent court proceedings and may be made available to the pupil's parents/carers at the Child Protection conference.

The welfare of the pupil is paramount; therefore all situations must be treated with sensitivity. The teacher/adult should not reveal his/her own feelings to the pupil.

## 7. Record Keeping

When an individual concern or incident is seen or brought to the attention of a member of staff, it is reported using a 'CPOMS' which then notifies all DSLs via an email. From this, the DSL will action early help intervention/advice for the child and/or family. When considering appropriate actions, the views and wishes of the child are taken into account, but staff will be alert to the dangers of colluding with secrets.

All staff are trained to use and report concerns using 'CPOMS'. Reports should be objective and based on evidence and should distinguish between fact, observation, allegation and opinion. The report will record the time, place and people present as well as what was said. Supporting evidence (letters, pupil work, pupil statements, meeting minutes, including those from Social Care) can be attached in specific cases.

If a referral is determined as the appropriate action, the DSL will either contact Multi-Agency Safeguarding Hub for telephone advice from the duty desk team, or complete a MARF (Multi-Agency Referral Form) and/or a CAF (Common Assessment Framework Form) and send it via secure electronic mail to MASH. MASH will determine the level of need and appropriate agency interventions.

Multi-Agency Safeguarding Hub (MASH): Tel: 01908 253169 or 253170

Emergency Social work team (out of hours): 01908 265545 Email: [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)

The DSL team must normally ensure contact is made with a parent/carer to obtain consent before a referral is made. However, if the concern involves alleged or suspected child sexual abuse, honour based violence, fabricated or induced illness or where the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should

be said to the parent/carer ahead of the referral. Rationale of this decision must be noted on the referral form.

The DSL team must be confident to challenge decisions made by MASH and other agencies if they feel that a child remains in need or at risk.

Any child protection referral process should not delay any administration of first aid or emergency medical assistance. If a child is thought to be at immediate risk, perhaps because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child from the school, urgent police involvement will be requested. Teachers have a legal duty to report to Social Services and Thames Valley Police Service (or, in their absence, by calling 101 immediately) all suspected incidents where:

- a child sustains physical injury or is distressed as a result of reported chastisement; or
- alleges that they have been chastised by the use of an implement or substance; or
- there is evidence to suggest that the child is suffering/has suffered through Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage, Honour Based Violence, Domestic Abuse or Child Abuse through faith or belief. If a teacher has any suspicion that any of these incidents listed may have occurred, they must report this immediately to the Designated Safeguarding Leads (DSLs). Whilst pupils are participating in school visits, including residential visits, the Priory Rise School Child Protection and Safeguarding Policy will apply. Direct contact details of the DSL or a senior member of staff will be available for direct reporting or advice whilst on the visit.

Parents/carers will be encouraged to report incidents where they suspect a child is being treated badly or not looked after properly to the school. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified as soon as possible and in all cases within 24 hours.

### **7.1 The transfer of child protection files**

When pupils transfer from one educational establishment to another, either at the normal transfer stage or as a result of a move, and records of child protection/welfare concerns exist, these should be sent to the receiving school as soon as possible. This transfer should be arranged separately from the main pupil file in line with the DfE guidance Keeping Children Safe in Education 2020. Where pupils are dual registered (e.g. on roll at a mainstream school, but receiving education in another establishment), any existing child protection records should be shared with the new establishment prior to the child starting, to enable the new establishment to risk assess appropriately.

It is important that all child protection records are transferred at each stage of a child's education, up until the age of 18, or in some cases, beyond. The responsibility for transfer of records lies with the originating setting, as the receiving setting might not otherwise know that child protection concerns exist. If a pupil joins Priory Rise School in-year, a letter is sent to the originating setting for confirmation of any current/past safeguarding concerns. A receipt is retained and dated.

## 8. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy/assistant DSLs)”.

### 8.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly.

### 8.2 If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible on CPOMS in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Allocate this disclosure incident to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

### 8.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix B.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

#### **8.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger).**

Where possible, speak to the one of the DSL team first to agree a course of action. If in exceptional circumstances, one of the DSLs are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

#### **Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

The DSLs are aware of any children that could potentially need early help and these children are constantly monitored.

#### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see section 8.1), you must tell the DSL as soon as possible. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Referrals are made to the Milton Keynes Safeguarding Hub, using an online MARF (Multi Agency Referral Form).

## **8.5 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If, in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Inform the DSL, or one of the DSL team, as soon as practically possible after the referral. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## **8.6 Mental Health and Wellbeing**

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

- Universal Support- To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance developing resilience for all.
- Additional support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

- Targeted support- For pupils who need more differentiated support and resources or specific targeted interventions such as well-being groups or personal mentors.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 8.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

See also Priory Rise Wellbeing Policies for Staff and Children (updated October 2020).

### **8.7 Concerns about a staff member, supply teacher or volunteer**

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in the appendix, if appropriate.

### **8.8 Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell one of the DSL team, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff confidentially. All children are aware of whom they can speak to and poster advertise this around the school and reinforced in assemblies and lessons

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **8.9 Sexting**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the one of the DSL team immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to one of the DSL team

- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

## **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff.

This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's
- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher (if not the DSL dealing with the case) and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialing 101 or the local police station.

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded following our online 'CPOMS' system.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing.

## **8.10 Drugs and substance misuse**

The definition of a drug given by the United Nations office on Drugs and Crime is: "A substance people take to change the way they feel, think or behave". Here, "drugs" and "drug education" is used to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances
- all over-the-counter and prescription medicines.

The possession, use or supply of illegal and other unauthorised drugs at Priory Rise School is not acceptable. The school is committed to safeguarding the health, safety and wellbeing of all members of the school community. In providing drugs education and responding to incidents involving drugs, our first concern is the pastoral care and health and safety of students.

## **9. Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **10. Supporting pupils and staff**

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.

- We recognise that a child in these circumstances may feel helpless and humiliated
- We recognise that a child may feel self-blame
- We recognise that our school may provide the only stability in the lives of pupils who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn

Priory Rise School will support all pupils by:

- Encouraging high self-esteem and self-assertiveness and not condoning acts of aggression or bullying
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of pupils
- Notifying Social Services via the designated member of staff if there is a significant concern
- Providing continuing support to any pupils of concern who leave Priory Rise School, by ensuring the appropriate information is forwarded under confidential cover to the new site of education. Priory Rise School recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and seek further support as appropriate.

## **11. Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities.

This includes:

- Learning mentors available to work with children that need additional support
- Building up relationships with parents as well as the child

## **12. Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## **13. Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Laura Marriott, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## **14. Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

## **15. Vulnerable Pupils**

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan or Children who are Looked After (CLA). Any incidents or concerns involving these pupils must be reported immediately to one of the Designated Safeguarding Leads and will be reported to the allocated Social Worker.

If a pupil discloses that they have witnessed domestic abuse, or it is suspected that they may be living in a household which is affected by family violence, this will be referred to one of the Designated Safeguarding Lead team as a safeguarding issue.

We will always ascertain the views and feelings of all pupils. Priory Rise School acknowledges the additional need for support and protection of pupils who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils where English is an additional language, particularly for very young pupils, using the translation service if necessary.

Children are increasingly being exploited and trafficked to sell drugs in rural towns and cities. Known as county lines, gangs use children as young as 12 to traffic drugs, using dedicated mobile phones or "lines". The gangs will target children who are vulnerable, for instance those in care, seeking attention, disaffected or dissatisfied. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. County lines exploitation can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. The national referral mechanism is a framework to help identify and support victims of human trafficking.

It can be perpetrated by individuals, groups, males or females, and young people or adults. We acknowledge that pupils who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanor, or work. Priory Rise School has a strong commitment to an anti-bullying policy and will not tolerate any form of bullying. Priory Rise School will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to MASH.

The law requires that Milton Keynes Safeguarding Board is notified of private fostering arrangements. Any privately fostered pupils, i.e. pupils under the age of 16 (under 18, if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services, for them to check the arrangement is

suitable and safe for the child. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

In the Local Authority guidance, Children Missing in Education (CME) is defined as Children of compulsory school age whose whereabouts and circumstances are known to the Local Authority but who have, for whatever reason, been out of education for 20 school days or more or children of compulsory school age whose whereabouts and circumstances are unknown to the Local Authority. Following reasonable enquiry, if the child's whereabouts are unknown, a referral should be made to the children missing education team.

Priory Rise School must inform the Local Authority CME team when:

- A child on roll fails to attend without explanation; or
- A child who is expected to join a school fails to start.

## **16. Online Safety**

Priory Rise School uses appropriate software that prevents unauthorised access to illegal websites. It also prevents access to inappropriate websites; what is appropriate or inappropriate is determined by the age of the user and is reviewed in response to an incident.

Individual concerns are reported to the DSL immediately for further investigation and recorded securely. All staff must retain a professional profile on any website or social media as follows:

- Staff should at no time post anything regarding pupils, their parents/carers/families or other staff.
- Staff must be conscious at all times of the need to keep personal and professional lives separate and maintain professionalism whilst using social media networking sites.
- Staff should not accept friends requests from a person believed to be a parent, a pupil, or an ex-pupil, except in circumstances where a member of staff already has personal contact with a parent outside of school (e.g. through a club).
- Anyone posting remarks which breach confidentiality or are deemed to be of a detrimental nature to Priory Rise School or other employees may be subject to disciplinary proceedings.
- Any employee who becomes aware of social networking activity that would be deemed distasteful, should make a member of the Senior Leadership Team aware.

Priory Rise School recognises that staff, pupils and volunteers may wish to have their personal mobile phones at work for use in case of emergency. Personal mobile phones should only be used offsite or when the owner is located in a staff/work room and only during breaks or outside of working hours. Older pupils are able to bring mobile phones to school, but they must be handed in to the class teacher at the start of the school day and collected at the end. They must not be used or seen at any time when on the school site.

Staff, pupils or volunteers who break these rules will face disciplinary action in line with the school's disciplinary/behaviour policies. Where there is suspicion that material on a mobile phone may be unsuitable, or may constitute evidence relating to a criminal offence, the guidelines set out in the Disciplinary Procedure for School Staff other than the Headteacher will be followed.

Priory Rise School provides mobile phones, cameras, tablets and recording equipment for some staff, pupils and volunteers to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following guidance should be followed:

- Only the mobile phones, cameras, tablets and recording equipment belonging to the school may be used to take appropriate and relevant images of children, i.e. observations, photographs of activities and events.
- Images must be used in accordance with the GDPR 2018.
- Mobile phones, cameras, tablets and recording equipment should only be used where two or more staff members are present and not in areas where intimate care is carried out.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns.
- School mobile phones, cameras, tablets and recording equipment remain the property of the school at all times.

Pupils receive ongoing education through PHSE/V&E, assemblies, thematic days and teaching about the risks of social media in relation to keeping safe online. With emerging technology there is a real potential for abuse. Risks associated with user interactive services are:

- Cyberbullying
- Grooming and potential abuse by online predator
- Exposure to inappropriate content, including racist and self-hate content as well as pornography
- Exposure to youth produced sexual imagery (sexting)
- Privacy issues associated with posting personal information that can identify and locate a child
- Privacy issues associated with adults posing as young people and using social media to contact other young people and inappropriate contact with a young person by a trusted adult

Priory Rise School is mindful of the importance that:

- Information displayed should follow normal conventions of safe behaviour. There should be no postings that will compromise staff, governors' or volunteers' own personal information boundaries and relationships.
- Anything that is posted as text, photos, pictures and video clips on sites may be shared with and saved by people other than those for whom it was intended.
- Once information is posted online individuals have little control over it and it could go well beyond the original purpose.
- There should be no images of young people on the site without prior permission.

Priory Rise School has an Online Safety policy. Also see appendix D for further details of cyberbullying.

## **17. Upskirting**

Although children are not allowed to use mobile phones in school, many bring them to and from school. All staff need to understand the term 'upskirting' and how it can affect the victim. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

## **18. Training**

### **18.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated annually.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, team meetings, staff briefings and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers as part of their induction training, receive appropriate training if applicable.

### **18.2 The DSL team**

The DSL, Deputy DSL and Assistant DSLs will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest weekly safeguarding developments). They will also undertake Prevent awareness training.

### **18.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

### **18.4 Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### **18.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## **19. Complaints and concerns about school safeguarding policies**

### **19.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **19.2 Other complaints**

All complaints will be referred immediately to the headteacher. The headteacher will speak to the person making the complaint and follow with the appropriate course of action.

### **19.3 Whistle-blowing**

See separate whistle-blowing policy

## **20. Monitoring the safeguarding policy**

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Safeguarding and Wellbeing Governor visits to the school and annual report
- Safeguarding review of school procedures and practices
- SLT learning walks and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governor's Meeting minutes
- Review of parental concerns and parent questionnaires
- Review of the use of the support for vulnerable pupils at break/lunchtimes

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, student council meetings (when possible)
- ensure that all children know an adult in the school, whom they can approach if they are worried or in difficulty; and

- include safeguarding across the curriculum, including opportunities in PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online safety and personal safety.

The Safeguarding and Child Protection policy is reviewed annually, or following any significant changes, by the Governing Board. Any recommendations are implemented by the DSLs following the annual safeguarding review. Up-to-date guidance and support on specific safeguarding issues will be disseminated to all staff, parent/carers and pupils (as deemed appropriate) via staff training, the school website, newsletters, emails and weekly staff briefing sheets.

Current safeguarding issues highlighted in Keeping Children Safe in Education that schools need to be aware of include:

- Children missing from home/care/education
- Domestic violence
- Drugs/substance abuse
- Fabricated illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private fostering
- Relationship abuse
- Peer-on-peer abuse
- Trafficking

## **21. Policy Review**

The Governing Board is responsible for reviewing the child protection policy annually and ensuring that it is compliant with current legislation and good practice, also for ensuring that the school maintains an up-to-date list of key contacts and that related policies and procedures are kept up-to-date.

More information and guidance about safeguarding children can be found on Milton Keynes Safeguarding Children Board website: [www.mkscb.org](http://www.mkscb.org)

This policy will be reviewed every year.

## **Appendix A** - Staff Guidance on Radicalisation, Extremism, Prejudice-based incidents

Aim The aim of this paper is to help staff to

- identify children who might be vulnerable to radicalisation
- know what to do when they are identified.

**Definitions** (from The Prevent Duty - Departmental advice for schools and childcare providers DfE June 2015)

*'Radicalisation' refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. 'Extremism' is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.*

These definitions include all forms, whether right-wing, left-wing or animal rights. They should not be thought of as relating exclusively to Muslims.

This is a safeguarding issue since awareness of the issues can prevent terrorist-related crime and lead a person into a safe and healthier lifestyle, away from criminal links.

What to look out for:

### **Emotional changes:**

- Short temper
- Mental health issues such as depression
- A new-found arrogance
- Changes in friendship groups (such as removing themselves from particular friendships or becoming involved in a new friendship group)
- Becoming alone or isolated

### **Verbal changes:**

- Changes in the way language is used
- Change in interests and ideas
- Use of prescriptive speech (repetitive)

### **Physical indicators:**

- Particular signs being drawn (or tattoos) e.g. '18' , which stands for Adolf Hitler, swastikas
- Flags

- Use of internet
- Truancy
- Family breakdown/changes

**What to do if you have a concern:**

Contact the Designated Lead for Safeguarding (Headteacher). In the headteacher’s absence, contact the Deputy Designated Lead who is the Deputy Head or one of the Assistant DSLs. The Designated Leads can contact the MASH (Multi-Agency Service Hub) for advice or the head of the PREVENT team.

**Follow-up**

Support is agreed (after screening) upon by the MK Channel Panel. Support will often take the form of a tailored care package around the individual, often using a mentor and /or local services and religious groups, in order to raise the self-worth of the individual. In addition, work may be done to assist the individual into positive activity, while helping them to reassess their understanding of the differences between facts and opinions. Support is open and proportionate to the needs of the individual.

**Dealing with prejudice-based incidents**

Any such incidents are likely to be very serious, if confirmed, and need to be dealt with urgently and sensitively.

In our Equalities Policy they are defined as issues involving:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

If you suspect that any of these have taken place you need to inform the headteacher immediately, and in his absence the deputy.

ThePreventDuty-Departmentaladviceforschoolsandchildcareproviders DfE June 2015 – can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-dutydepartmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-dutydepartmental-advice-v6.pdf)

**Appendix B - Staff Guidance on Female Genital Mutilation (FGM)** - from Multi-agency statutory guidance on FGM, DfE, April 2016

**Aim**

The aim of this paper is to help staff to:

- identify children who might be vulnerable to FGM
- know what to do when they are identified

FGM is illegal in the UK. FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM constitutes a form of child abuse and violence against women and girls and has severe short-term and long-term physical and psychological consequences. FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.

Other than in the excepted circumstances, **it is an offence for any person (regardless of their nationality or residence status) to:**

- perform FGM in England, Wales or Northern Ireland;
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland
- assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

Provided that the mutilation takes place in England, Wales or Northern Ireland, the nationality or residence status of the victim is irrelevant.

**FGM taking place overseas - It is also an offence for a UK national or permanent UK resident to:**

- perform FGM abroad;
- assist a girl to perform FGM on herself outside the UK;
- assist (from outside the UK) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident

**Indicators of females at risk:**

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

## **Indicators that FGM may be imminent**

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. (Be also aware of girls taking holidays just prior to, or just after, a school holiday).

### **There can also be clear signs when FGM is imminent:**

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example, a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

### **These may indicate that a girl or woman has already been subjected to FGM:**

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

**The peak age for undergoing FGM is between the ages of 3 and 11, so it is something we need to be aware of.**

**What to do** - Speak to the one of the DSL team if you have any concerns.

**Follow up** - The DSL will follow their guidelines to refer to Children's Social Care in the first instance.

**In all cases** - If you are worried about a child under 18 who is at risk of FGM or has had FGM, you have a legal obligation to share this information with social care or the police. It is then their responsibility to investigate, safeguard and protect any girls involved. Other professionals should not attempt to investigate cases themselves.

**Further guidance:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

## **Appendix C - Spotting the signs of bullying and cyberbullying**

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared that the bullying will get worse. They might also think that the bullying is their fault. No one sign indicates for certain that a child is being bullied, but you should look out for:

- belongings getting 'lost' or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school as they previously did
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence or becoming distressed and withdrawn
- problems with eating or sleeping

## **Appendix D: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### **Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example, to an alternative school or other work for the local authority.

### **Definitions for outcomes of allegation investigations**

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police.)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and

considering what other support is appropriate. They may wish to turn to advice from their trade union, a colleague, welfare counselling or medical advice.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. Where records contain information about allegations of sexual abuse, we will preserve these for the

Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## **Appendix E: Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below and as defined by Keeping Children Safe in Education 2020.

### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) check, including barred list information for those who will be engaging in regulated activity (see definition below). The applicant must present their original certificate for verification. We do not retain a copy on file.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order issued by the Secretary of State if they are employed to be a teacher. For those engaged in management or senior leadership roles an additional check is required to ensure they are not prohibited under section 128 provisions.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview.

We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school without supervision has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **Governors**

All governors have an enhanced DBS check with barred list information if working in regulated activity. All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Work experience Students**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. Work experience children are not allowed to work without supervision of a member of staff.

## **Appendix F: Specific safeguarding issues**

This appendix is based on the advice in annex A of Keeping Children Safe in Education 2020.

### **Children missing from education**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in

exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example, through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Domestic abuse**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of **Operation Encompass**.

One of the DSL team will provide support according to the child's needs and update records about their circumstances.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign in and wear a 'visitors' sticker.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children and missing pupils**

See attendance policy