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Child Protection and Safeguarding Policy



RSS children are **STARS** – Safe, Together, Achieve, Resilient, Special.

Russell Street School Safeguarding Team

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

The purpose of the child protection policy is to:

- Inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.

The child protection policy forms part of a suite of documents and policies that relate to the school's safeguarding responsibilities. It is also recognised that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore the child protection policy should be read in conjunction with the policies listed below:

- Attendance Policy
- Behaviour Policy
- E-Safety
- Health and Safety (Statements and Risk Assessments)
- Risk Assessments
- Safer Recruitment Policy
- Code of Conduct
- First Aid Policy
- Equality Policy / Accessibility
- Complaints Policy
- Whistleblowing Policy
- Supporting Children with Medical Conditions Policy
- Intimate Care Policy
- Inclusion Policy
- GDPR

2. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

Safeguarding statement

Safeguarding is everybody's business. Russell Street School has a moral and statutory responsibility to safeguard and promote the welfare of all pupils.

Russell Street School staff have a responsibility to provide a safe environment for children in which they can learn. All school staff will be vigilant to observe outward signs of abuse, changes in behaviour and failure to develop, through daily contact with children.

Staff at Russell Street School will receive appropriate and up to date safeguarding training 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, and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

The procedures contained in this policy are consistent with MK Together procedures and they apply to all staff, volunteers and governors.

Safeguarding policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

Safeguarding policy aims

- To raise awareness among all Russell Street School staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure mechanisms are in place to confirm that all Russell Street School staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A.
- To ensure all Russell Street School staff know the name of the the Designated Safeguarding Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2020.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns.
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation and female genital mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

3. STATUTORY FRAMEWORK AND LOCAL GUIDANCE

In order to safeguard and promote the welfare of children and young people Russell Street School will act in accordance with the following legislation and guidance:

- Children Act, 1989
- Children Act, 2004
- Education Act, 2002 (Section 175/157) - outlines the responsibility of Local Authorities and School Governing Boards to:

“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Disqualification under the Childcare Act, 2018
- Keeping Children Safe in Education (DfE, September 2020)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26

- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2018) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through MK Together
- Serious Crime Act 2015
- Information Sharing 2018

Child protection procedures

Procedures are in place for responding to situations in which a:

- child may have been abused or neglected or is at risk of abuse or neglect
- 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.

Russell Street School is compliant with multi-agency child protection procedures that have been agreed locally through MK Together, which are based on the statutory guidance Working Together to Safeguard Children (DfE 2018).

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.

Russell Street School understands that it 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 (Multi Agency Safeguarding Hub).

Procedures are informed by both:

1. **MK TOGETHER inter-agency procedures** which includes detailed chapters on:
 - What to do if you have a concern
 - How to make a referral
 - Safer recruitment guidance
 - Managing allegations against staff (LADO guidance)
 - Additional guidance on more specialist safeguarding topics.
2. **MK TOGETHER 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).

Russell Street School recognises the importance of multi-agency working and will enable staff to attend / contribute appropriately to relevant meetings including Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Child Care Reviews.

4. DEFINITIONS

Safeguarding is defined in Keeping Children Safe in Education 2020 as: 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 and taking action to enable all children to have the best outcomes.

Child protection: Child protection is the aspect of safeguarding that focuses on the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff: The term staff covers all individuals working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Designated Safeguarding Lead (DSL): Refers to the designated safeguarding lead at the school.

Child: 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: The term parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2020.

5. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within Russell Street School and the Local Authority who have specific responsibilities under child protection procedures.

The Designated Safeguarding Lead

Designated Safeguarding Lead responsibilities

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2010. In summary responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the MK Together's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2020; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Linking with the MK Together and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Lead is responsible for:

Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.

- Liaising with the Headteacher to inform her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

Training

The Designated Safeguarding Lead undergoes formal training every two years and should undertake Prevent awareness training. In addition to this training, their knowledge and skills are kept up-to-date (via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments) at least annually to:

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

Raising Awareness

The Designated Safeguarding Lead:

- Ensures the school's child protection policies and procedures are known, understood and used appropriately.
- Ensures the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensures that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.

- Links with MK Together to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensures that when children leave the school, the safeguarding file and any child protection information is sent to the new school as soon as possible but transferred separately from the main pupil file.
- Obtains proof that the new school has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines

All staff responsibilities

- Induction training: All staff members, including the Headteacher, receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
 - Staff code of conduct and safe working practices
 - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
 - Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, sexual violence and sexual harassment, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.
 - Keeping Children Safe in Education (2020)
- To read and understand Part 1 of Keeping Children Safe in Education, 2020. Staff and leaders working directly with children and young people must also read Annex A.
- To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

Quality assurance of safeguarding in school

The Headteacher completes an annual safeguarding audit.

Audit outcomes are shared with the Governing Board and form the basis of the school's own Annual Report to Governors which details key actions to be taken as a result of the audit - actions to be included in the school's development planning.

Governing Board responsibilities

The Governing Body complies with their duties under legislation. They have regard to this guidance ensure that the policies, procedures and training in Russell Street School are effective and comply with the law at all times.

The Governing Body uses the additional information in Keeping Children Safe in Education, 2020 – (Part two page 18). to support them in carrying out their duties.

In summary the Governing Body:

- Appoints an appropriate senior member of staff to act as the Designated Safeguarding Lead.
- Ensures, in conjunction with the Headteacher, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.

- Supports inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensures that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff code of conduct.
- Ensures staff are provided with Part One of Keeping Children Safe in Education, 2020 – Appendix 1 and are aware of specific safeguarding issues.
- Ensures that staff induction is in place with regards to child protection and safeguarding.
- Ensures that all of the Designated Safeguarding Leads undergo formal child protection training every two years (in line with MK Together guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritise the welfare of children and young people and create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensure that children are taught about safeguarding in an age appropriate way.
- Ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Appoint a nominated governor for child protection on the Governing Board.

NB. Governors are not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

6. WHEN TO BE CONCERNED

Russell Street School operates a child-centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals make sure their approach is **child centred**. This means that they consider, at all times, what is in the best interests of the child.

Russell Street School is part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help

All staff are aware of, and understand, their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. Staff are active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Early help includes;

- *the Common Assessment Framework*
- *support meetings and relevant training for parents*
- *support for children with interventions, such as, Draw and Talk, Lego Play Therapy, Protective Behaviours, The Anger Gremlin*
- *liaison with health visitors and the school nurse*
- *liaison with local children's centres*
- *support from the Children and Family Practices Team*
- *support from the Inclusion and Intervention Team*
- *sign posting of relevant agencies and charities*

Staff and volunteers working within the School are alert to the potential need for early help for children who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

All staff are aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They are also aware of the indicators of maltreatment and specific safeguarding issues so that they can identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties.
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation.
- Isolation.

7. SAFER RECRUITMENT

The Governing Board and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and MK Together procedures. These include:

- Ensuring the Headteacher, other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers.
- Ensuring written recruitment and selection policies and procedures are in place.
- Adhering to statutory responsibilities to check staff who work with children.
- Ensuring all governors have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised.
- Ensuring that at least one person on any appointment panel is safer recruitment trained.

Ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2020 - Part 3 and in local procedures for managing safer recruitment processes, set out in MK Together procedures - Chapter 2.

Safe Working Practice

Russell Street School has developed a clear Code of Practice that staff understand and have agreed to.

The Code of Practice offers guidance to staff on the way they should behave when working with children.

8. INFORMATION SHARING AND CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that are understood by staff and volunteers.

National guidance can be found in: Information sharing advice for safeguarding practitioners - Publications - GOV.UK

Local procedures for information sharing and confidentiality, can be found in: MK Together procedures - Chapter 2.4

In summary:

- All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

If a child has made a disclosure, the member of staff/volunteer should:

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use CPOMS, where possible. Date and sign the record.
- In the event of a visitor raising a concern, an orange form will be completed and given to the Designated safeguarding Lead.
- Not destroy the original notes in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

Ensure the school's procedures are guided by national guidance and adhere to local procedures.

9. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

- Child protection records are stored centrally and securely on CPOMS by the Designated Safeguarding Lead.
 - electronic records are 'protected' and are accessible only by nominated individuals
 - written records are stored in a locked cabinet.
- Child protection records are not kept with a child's academic record.
- Staff are aware that they must make a record of child protection concerns on CPOMS

On CPOMS, child protection concerns should be assigned to the headteacher and linked to the deputy safeguarding leads. All written records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

10. ALLEGATIONS AGAINST MEMBERS OF STAFF and VOLUNTEERS (LADO procedures)

Russell Street School policy and procedures recognise that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. Local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education, 2020 Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

Russell Street School policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the MK Together procedures - Chapter 1.1.6: <http://MK Together.procedures.org.uk>

11. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery.

Russell Street School policy and procedures reflect the school's approach to allegations against pupils, including sexting. Relevant policies include the behaviour policy, anti-bullying policy, child protection policy, online safety policy and sexual violence and sexual harassment guidance.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead is informed. Advice is sought from the Milton Keynes Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed.

The school takes action to ensure the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Parents and carers are informed at the earliest opportunity.

12. SPECIFIC SAFEGUARDING ISSUES

Russell Street School is cognisant of and compliant with Specific Safeguarding Issues: paragraph 49 Keeping Children Safe in Education, 2020 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation
- Child sexual exploitation
- FGM
- Forced marriage
- Sexual violence and sexual harassment

Russell Street School is also familiar with and works in accordance with local multi-agency information and guidance as located on the MK Together website.

- **Contextual Safeguarding**

Russell Street School recognises that safeguarding incidents can be associated with external factors and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

- **Mental Health**

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issues by informing the designated safeguarding lead or deputy by completing an incident log on CPOMS.

Russell Street School recognises that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. The designated Lead may undertake a referral to CAMHS for additional support.

- **County Lines'** is: a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, such as (London, Milton Keynes, Birmingham) using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store money. Offenders will often use coercion, intimidation, violence, (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims and their families, if they attempt to leave the county lines network KSCSE (2020) page 85. At Russell Street School we will work with different agencies to ensure our pupils and families are safe.

- **Domestic Abuse** is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial, and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or have had to leave the family home as a result. See KCSE (2020) page 86)

At Russell Street School, we will support any parent who may be experiencing domestic abuse and will refer to the appropriate agencies such as Women's Aid.

- **Looked after children**

The most common reason for children to be looked – after is because they have experienced abuse and neglect. Russell Street School recognises that children looked after may have additional vulnerabilities. We are committed to working with other agencies to ensure the best outcomes for Look- After previously Look -After Children.

- **Private Fostering**

Russell Street school have a duty to refer any children who are living in private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/ carers inform us if a child is going to be staying at an alternative address to that of their primary care- givers for more than 28 days. The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

- **Honour based abuse**

So called 'honour -based ' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and / or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the designated safeguarding Lead as a matter of urgency.

- School procedures for Children Missing Education

Russell Street School knows that when a child goes missing from school it is a potential indicator of abuse or neglect, FGM, Forced Marriage or Radicalisation. Under the Education Regulations Act (2006) the school will make ‘reasonable’ enquiries into the location of pupils with 20 days continuous unauthorized absence or for those who fail to return from leave of absence granted during term time. However, the school will contact the parent / carer on the first day of an absence and each day thereafter to offer support and advice. Home visits may also be undertaken in line with our attendance procedures.

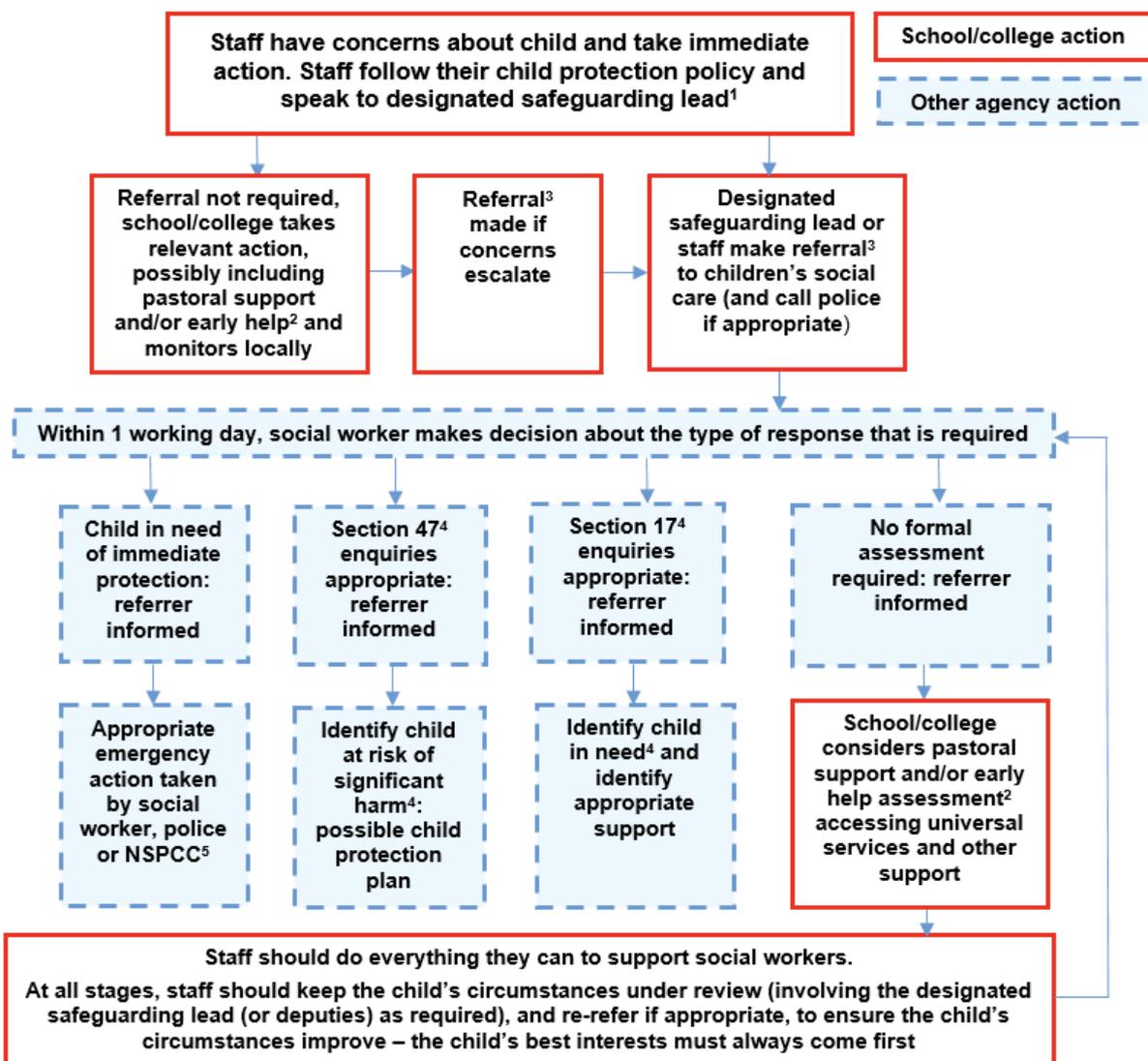
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

A referral will be made to the Child Missing Education Team in Milton Keynes to be investigated further. The school will only remove a student from roll after such enquiries have failed to locate the pupil and only in acknowledgement of the CME team.

The school reserves the right to contact relevant agencies to seek advice (Children’s Social Care or MASH) if any child is absent from school for more than three days without confirmation from parents. Every attempt will be made to communicate with parents to ensure the child is safe and well.

If a student’s attendance falls below 90% and parents fail to provide appropriate medical evidence, the school will consider informing Children’s Social Care if there are concerns that the child’s absence is detrimental to their safety and well-being. In line with new guidelines of Keeping Children Safe in Education 2020, two emergency contacts will be requested for pupils. Further information can be found in ‘Children missing education: statutory guidance for local authorities September 2016’

13. Actions where there are concerns about a child



- ¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- ² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- ³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- ⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- ⁵ This could include applying for an Emergency Protection Order (EPO).

14. Key Contacts in School and roles

Roles	Responsibilities
Headteacher / Designated Safeguarding Lead	Dawn Robinson – contact 01908 563148
Deputy DSL - Jayne Van Rooyen	Designated Prevent Lead: contact 01908 563148
Deputy DSL - Lydia Read	Designated Child Sexual Exploitation Lead (CSE): Contact 01908 563148
Deputy DSL – Jayne Van Rooyen	Designated LAC (Looked After children) lead: Contact 01908 563148
Alice Cottam	Designated Mental health lead: Contact 01908 563148
Deputy DSL - Shelley Jeffery	Designated lead: 01908 563148
Deputy DSL - Sonia Camp	Contact 01908 563148
Deputy DSL - Jayne Van Rooyen	Designated Online safety lead: Contact 01908 563148
Deputy DSL – Dave Thompson	Contact 01908 563148
Designated governor for safeguarding – Gillian Lucas	Contact 01908 563148
Designated governor for safe recruitment – Gillian Lucas	Contact 01908 563148
Chair of governing Board – Naomi Sumpter	Contact 01908 563148

15. 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.

16. CONTACTS AND FURTHER INFORMATION

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 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

NSPCC Website www.nspcc.org.uk
Helpline Phone 0808 800 5000
Email help@nspcc.org.uk

Whistle blowing Phone 08000280285
Email help@nspcc.org.uk

Prevent/ Channel referrals: 01908 253169. Melanie Marshman Prevent Lead

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

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council Multi Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

For information about safeguarding training for schools and education settings contact - Leadership and Governance Services
Tel: 01908 253787

For general queries regarding safeguarding, please feel free to contact the MKC Children & Families Head of Safeguarding: Tel: 01908 254307

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **MK Together website: www.MKTogether.org**

Appendix A

Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	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.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), 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, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Child sexual exploitation (CSE)	The sexual abuse of children by other children is a specific safeguarding issue in education. CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

Appendix B : flow chart for raising safeguarding concerns about a child

