



Living our learning

Knowles Primary School
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Safeguarding and Children Protection Policy

Date agreed by the Governing Body: 9th November 2016

Date distributed to staff: 10th November 2016

Date to be reviewed: (Every year) October 2017



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KEY CONTACTS

Name of School

Knowles Primary School

Interim Headteacher:

Name: Sarah Rice

Contact details: 01908 373588

Senior Designated child protection member of staff::

Name: Sarah Hilton

Contact details: 01908 373588

Deputy Designated child protection member of staff:

Name: Sarah Rice

Contact details: 01908 373588

Members of Safeguarding Team:

Name: Doll Downard

Contact details: 01908 373588

Name: Sam Searle

Contact details: 01908 373588

Name: Sorrell Yates

Contact details: 01908 373588

Designated e-safety Lead:

Name: Sarah Hilton

Contact details: 01908 373588

Members of e-safety Team:

Name: Paul Heather

Name: Helen Loftus

CLA (Children Looked After) Lead:

Name: Sarah Hilton

Contact details: 01908 373588

Chair of Governing Body:

Name: Lucy Crudge

Contact details: 01908 373588

Nominated governor for child protection:

Name: Lucy Crudge

Contact details: 01908 373588

Nominated governor for safer recruitment:

Name: Lucy Crudge

Contact details: 01908 373588



1 PURPOSE OF POLICY

The purpose of this policy is to provide protection for the children and young people who receive a service from Knowles Primary School and to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all permanent staff, in addition to supply staff, volunteers, or anyone working or volunteering on behalf of this school/setting.

Where there is a child protection concern involving a member of staff/volunteer, you MUST refer to the appropriate procedures in the MKC Children & Families policy document *Managing allegations and concerns regarding staff in education settings and schools (Revised July 2013)*

<http://www.milton-keynes.gov.uk/teachers/displayarticle.asp?ID=93174>

Knowles Primary School is committed to delivering good outcomes for children and young people by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

In line with the Education Act 2002, the school/setting will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those children and young people who are most disadvantaged
- providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- monitoring and supporting children and young people who are subject to child protection plans and contributing to the implementation of their plan
- promoting partnership working with parents and professionals.



2 ROLES AND RESPONSIBILITIES

2.1 Milton Keynes Children and Families Services

Milton Keynes Council Children and Families services support schools and settings to safeguard and promote the welfare of children and young people by:

- Providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation
- Providing Knowles Primary School with advice, support and guidance, policy and procedures and training
- Dealing with allegations against members of staff and volunteers
- Taking responsibility for those children who are not in education by adhering to Milton Keynes Children Missing In Education guidance
<http://www.milton-keynes.gov.uk/schools/displayarticle.asp?ID=73226>
- Issuing an up to date Health and Safety Manual to all schools and settings
- The provision of an Off-site Visits and Journeys policy which sets out the responsibilities of governing bodies and offers guidance for arranging trips:
[http://www.milton-keynes.gov.uk/educate_mk_newsletter/documents/MK_Offsite_Visits_Policy_Revised_Sept_2012\(1\).pdf](http://www.milton-keynes.gov.uk/educate_mk_newsletter/documents/MK_Offsite_Visits_Policy_Revised_Sept_2012(1).pdf)

2.2 Governing Body

The governing body will ensure that:

- Knowles Primary School's safeguarding policies and procedures are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that these are regularly monitored, reviewed and updated where necessary.
- There is a responsible safeguarding governor and a designated child protection member of staff who reports directly to the governing body on the implementation of child protection policies.
- The Annual Safeguarding Report to Governors is completed and shared in line with guidelines http://www.milton-keynes.gov.uk/childrens-services/documents/Annual_Report_to_Governors.doc
- Parents are made aware of Knowles Primary School's safeguarding policies and procedures
- Knowles Primary School has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers
- All staff should receive safeguarding information within their induction in line with MKSCB recommendations for induction training



- The designated member/deputies/safeguarding child protection team should have undertaken training: designated teacher training at two yearly intervals; inter-agency safeguarding training at a minimum of three yearly intervals. All staff and adults who work or volunteer with children must undertake appropriate safeguarding and child protection training, relevant to the type of school/setting and kept up to date by refreshing training every three years. Other training may assist the designated lead in their responsibilities such as Managing Allegations or briefings on specific topics such as FGM.
- Action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school/setting
- Other organisations using the premises to provide extended or after-school/setting activities have appropriate safeguarding and child protection policies and procedures in place to complement the schools policies
- Ensure that any person who interviews a candidate for a post or, if there is a selection panel, at least one panel member has completed the safer recruitment training.

For further information on governor services- <http://www.milton-keynes.gov.uk/mkgovernors/displayarticle.asp?ID=72916>

2.3 Headteacher

The Headteacher will ensure that:

- Staff are fully aware of Knowles Primary School's safeguarding and child protection policies and that these policies are fully implemented
- The designated child protection member of staff is given sufficient support, time and resources to carry out their responsibilities
- Staff are released to attend child protection conferences, professionals meetings, team around the family meetings, core group meetings and any other meetings held to discuss potential safeguarding issues concerning children and young people at Knowles Primary School.
- Safe recruitment practice is followed in all cases whenever recruiting, to all paid or unpaid volunteer posts
- Referral is made to the disclosure and barring service where there are concerns that a person has caused harm or poses a future risk of harm to children and as a consequence has been dismissed or has resigned. Further information can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>
- Knowles Primary School offers a safe environment for staff and children and young people to raise concerns about poor or unsafe practice
- Appropriate action is taken whenever an allegation is made against a member of staff. Allegations should be referred to the LADO within 24 hours of the school being made aware



Managing allegations and concerns regarding staff in education settings and schools (Revised July 2013)

<http://www.milton-keynes.gov.uk/teachers/displayarticle.asp?ID=93174>

3 SAFEGUARDING CHILDREN

3.1 Definition

Safeguarding is the action we take to promote the welfare of children and protect them from harm and it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Safeguarding covers a broad agenda and aims to achieve the following:

1. protecting children from maltreatment
2. preventing impairment of children's health or development
3. ensuring children are growing up in circumstances consistent with the provision of safe and effective care
4. taking action to enable all children to have the best outcomes

(based on definition used in the Children Act 2004, and in the government guidance document *Working Together To Safeguard Children 2013*)

Safeguarding is a preventative agenda that helps children and young people to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

3.2 Role of the school

Knowles Primary School recognises that children and young people may face many barriers to learning that may affect their prospects in later life. Knowles Primary School will safeguard and promote children and young people's welfare by focusing on preventative actions and services so that all children and young people are able to fulfill their potential.

Safeguarding outcomes for children and young people are:

- Children and young people are safe: the effectiveness of services in taking reasonable steps to ensure that children and young people are safe
- Children and young people feel safe: the effectiveness of services in taking reasonable steps to ensure that children and young people feel safe.

Safeguarding is not just about protecting children from deliberate harm. Please read in conjunction with this policy the following policies:

- Attendance
- Behaviour (including Bullying and cyber bullying)
- Use of Reasonable force
- Use of Physical Intervention
- Code of Conduct
- Complaints Procedure
- Data Protection



- e-Safety
- Equality policy
- First aid
- Health and safety
- Medicines
- Children Looked After
- Safer Recruitment
- Staff induction policy
- School Visits
- Intimate care
- Whistleblowing

All staff are regularly updated with the most current guidance relating to:

- Managing Allegations and Concerns about Adults who work with Children (April 2016)
- Female Genital Mutilation (June 2016)
- Neglect (June 2016)
- Child sexual Exploitation
- Preventing Radicalisation

3.3 The curriculum

Within the curriculum at Knowles Primary School, safety is paramount. 'Keeping Safe' is one of our key Learning Behaviours and safety is taught through a range of subjects. Safe practices are taught through road safety, e-Safety, food hygiene and healthy choices, proper use of equipment during PE, DT, Science and Playtimes. All members of staff ensure their classrooms and working areas are safe and free from hazards.

We have a strong Pastoral curriculum (Personal, Social and Health Education) which includes teaching children the dangers of misuse of drugs and alcohol, in addition to topics relating to relationships and how our bodies work and feel. Children are encouraged to discuss and explore issues in the safety of their own school environment.

3.4 Supporting children and young people

Knowles Primary School will support all children and young people who have been assessed as having extra needs or are subject to a Child Protection Plan or are in the care of the Local Authority. All children and young people will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

3.5 Use of cameras and photographic images of children & young people

Video/photographic evidence is often used to record progress a child is making in order to inform future planning. The school/setting will always secure the consent of a pupil's parent/carer before taking an image of a pupil or using an image in a public forum (this would include the use of cameras on mobile telephones).



3.6 Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and Knowles Primary School recognises the importance of working in partnership with them to ensure the welfare and safety of children and young people.

Knowles Primary School will:

- Make parents aware of the school/setting's statutory role in safeguarding and promoting the welfare of children and young people, including the duty to refer children and young people on where necessary, by making all school policies available on the Knowles Primary school web-site or on request
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- Consult with and involve parents and carers in the development of Knowles Primary School policies to ensure their views are taken into account
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents and carers to other services and resources where children and young people need extra support
- Advise parents on the availability of early help and support them through the referral and support process

3.7 Inter-agency working

Knowles Primary School recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, Knowles Primary School will lawfully share information with agencies in order to ensure children and young people receive appropriate services, and will use the MK Family Assessment (Common Assessment Framework) to assess those children with additional need or considerable needs and make appropriate referrals to agencies on behalf of the children and young people.

Knowles Primary School recognises the central role they play in safeguarding children and young people and will ensure that a representative attends all multi-agency meetings such as Child Protection Conferences and Core Group meetings.

Knowles Primary School will liaise with Milton Keynes Council's Multi Agency Safeguarding Hub (MASH) 01908 253169/70 for safeguarding advice wherever there are any concerns or issues relating to safeguarding practice or individual child protection matters.



4 CHILD PROTECTION

DEFINITION

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2015*).

4.1 Role of Knowles Primary school

Child protection is a part of safeguarding and deals with specific concerns about harm to individual children and young people. There are clear statutory procedures to deal with child protection concerns and it is essential that schools and settings are familiar with these and are able to implement them.

Knowles Primary School adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education in April 2014, revised September 2016: [Keeping children safe in education - Publications - GOV.UK](#)

And any subsequently published supplementary advice, including ***Childcare disqualification requirements – supplementary advice***:

[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

Keeping Children Safe in Education guidance incorporates:

- What school and college staff should know and do
- The role of the school or college
- The role of school and college staff
- What school and college staff need to know
- What school and college staff should look out for
- What school and college staff should do if they have concerns about a child
- Types of abuse and neglect
- Specific safeguarding issues
- Managing allegations and concerns about teachers and other staff
- Further information on child sexual exploitation (CSE) and female genital mutilation (FGM)
- Preventing radicalisation

All staff should as a minimum read the separate 15 page document ***Keeping Children Safe in Education: Information for All School and College Staff (September 2016)*** (which reproduces and summarises Part One of the main guidance).

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015)***:

[Working together to safeguard children - Publications - GOV.UK](#)

Knowles Primary School will adhere to the following policy documents in order to support the protection of children and young people who are at risk of significant harm.



- *Milton Keynes Safeguarding Children Board Inter-Agency Procedures* <http://www.mkscb.org> including chapter 13 'Allegations against staff, carers and volunteers'
- *MK Guidance: Managing allegations and concerns regarding staff in education settings and schools* http://mkscb.org/wp-content/uploads/2016/01/MK_LADO_Practice_Guidance_FINAL_240914.pdf

In line with this policy and procedure, the school/setting will carry out the following:

- Identifying where there are child protection concerns (where a child may be suffering or at risk of significant harm) and referring the children and young people on to the Multi Agency Safeguarding Hub (MASH)
- Contributing to the development and monitoring of Child Protection Plans as a member of the Core Group
- Ensuring that Knowles Primary School has a senior member of staff who is designated to take on lead responsibility for child protection issues
- Ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out
- Where there are concerns about a child's development or welfare, the school/setting should consider using the Milton Keynes Family Assessment (common assessment framework known as CAF) to address these concerns with the child and its family OR referring through the Multi Agency Safeguarding Hub (MASH) for additional support through Children & Families Practices: see section 4.3 below.

4.2 Role of the designated child protection member of staff

Knowles Primary School will ensure that a senior member of staff is appointed to the role of designated member of staff to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence. Knowles Primary School has a strong Safeguarding team with four members of staff currently trained as a Designated Safeguarding Lead

Their role is to:

- Refer cases on appropriately to relevant agencies
- Provide advice and guidance for staff on child protection issues
- Take the lead in developing, monitoring and reviewing the Knowles Primary School's child protection policy and procedures
- Oversee child protection systems within the Knowles Primary School, including management of records, provision of information to other agencies and the monitoring of children and young people who are subject to child protection procedures



- Link with and report to the Headteacher/teacher in charge and the nominated governor for child protection within Knowles Primary School
- Provide a link between Knowles Primary School and other agencies, particularly Children's Social Care and the Milton Keynes Safeguarding Children Board (MKSCB)
- Ensure staff are aware of Knowles Primary School policies and procedures and that appropriate training is taken up at the required frequency
- Ensure parents are fully aware of Knowles Primary School policies and procedures and that they are kept informed and involved
- Attend designated safeguarding training every two years.
- Attend interagency training at least every 3 years

4.3 Child Protection procedures

Schools **must** be aware of and comply with the detailed guidance in *Working Together 2015* and the Milton Keynes Safeguarding Children Board inter-agency procedures.

The following procedures set out what actions Knowles Primary School will take where there are child protection concerns regarding children and young people.

4.3.1 Recognition

- All staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a child/children and young people are reported to the designated member of staff.
- Staff should refer to the appendix for a full definition of significant harm and the specific indicators that *may* suggest a child may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated member of staff or their deputy and advice sought on what action should be taken.

4.3.2 Dealing with disclosures

If a child discloses to a member of staff that they are being abused, the member of staff should:

- Listen to what is said without displaying shock or disbelief and take seriously what the child is saying
- Allow the child to talk freely
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to Children's Social Care through the Multi Agency Safeguarding Hub (MASH)
- Reassure the child that what has happened is not their fault and that they were right to tell someone



- Not ask direct questions but allow the child to tell their story
- Not pass judgement or criticise the alleged perpetrator
- Explain what will happen next and who has to be told
- Make a formal record on a 'Record of Concern' form and pass on to the Designated Safeguarding Lead or Deputy Designated Lead in their absence.

4.3.3 Referral

- A decision on whether or not to refer a child to the Multi Agency Safeguarding Hub (MASH) should be made by the Designated Safeguarding Lead or their deputy following a discussion with the member of staff who has raised concerns and having referred to the *MKSCB Levels of Need* documentation http://www.mkscb.org/wp-content/uploads/2016/01/Final_MKSCB_Levels_of_Need_October_2015.pdf
- Referring to the Levels of Needs document (2015) and following advice from the Multi Agency Safeguarding Hub (MASH) a Common Assessment Framework (known as **CAF**), and/or a Multi-Agency Referral Form (known as a **MARF**) are completed and sent
 - **The CAF should not delay the process if a professional is concerned that a child is, or may be, at risk of significant harm. In such cases the professional must make a referral directly to Multi-Agency Safeguarding Hub (MASH)**
 - Urgent child protection referrals to the MASH will be accepted by telephone but must be confirmed in writing with a MARF.
 - Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the Designated Safeguarding Lead should discuss the case on a consultation basis with Multi-Agency Safeguarding Hub (MASH).
 - Parental consent should be sought prior to the referral being made unless to seek consent would place the child or any other child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
 - If the child already has an allocated Children's Social Care (CSC) social worker, the referral should be made directly to them. If the child is not already known to CSC, referrals should be made to the MASH.
 - All referrals will be acknowledged by the MASH within 24 hours and the referrer informed of what action will be taken.

4.3.4 Attendance at Child Protection Conferences and Core Groups

- The Designated Safeguarding Lead will liaise with Children's Social Care to ensure that all relevant information held by Knowles Primary School is provided to CSC during the course of any child protection investigation.
- The Designated Safeguarding Lead will ensure that Knowles Primary School is represented at Child Protection Conferences and Core Group meetings:



- Where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
- Failing that, the designated staff member or their deputy will attend
- If no-one from Knowles Primary School can attend, the designated staff member will ensure that a report is made available prior to the conference or meeting.

4.3.5 Monitoring

Where a child is the subject of a Child Protection Plan and the school has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the Designated Safeguarding Lead in conjunction with the designated child protection staff member
- All information will be recorded and shared at each Conference and Core Group meeting
- The recorded information will be kept on the child's file and copies made available to all Conferences and Core Group meetings.

4.3.6 Records

- Child protection records relating to the children and young people are highly confidential and must be kept in a Child Protection file separate to education records. These records will be securely held within the school in a locked filing cabinet. Electronic records must be protected/access restricted.
- The Designated Safeguarding Lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The Designated Safeguarding Lead is responsible for keeping central records of child protection and welfare concerns which are recorded, signed and dated (see appendix 2).
- The Designated Safeguarding Lead to monitor and investigate patterns reoccurring and repeated incidents
- Where a child who is subject to a Child Protection Plan or has a Child Protection file holding historical information transfers to another school, the Designated Safeguarding Lead is responsible for ensuring that copies of all relevant records are passed to the Designated Safeguarding Lead at the new school and a receipt of transfer is obtained and kept on file.



4.4 Confidentiality and Information Sharing (see link to further information below)

- All information obtained by Knowles Primary School staff about a child and their family is confidential and can only be shared with other professionals and agencies with the family's consent or when there are concerns about the child's safety
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, schools and settings have a legal duty to share this information with Children's Social Care (CSC) and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child as may be requested by CSC.
- Where appropriate, parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff must not guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the Designated Safeguarding Lead or seek advice from Children's Social Care.
- Inter-agency guidance on information-sharing is contained in the MKSCB procedures

http://www.mkscb.org/wp-content/uploads/2016/01/Final_MKSCB_Levels_of_Need_October_2015.pdf



5 SAFE LEARNING ENVIRONMENT

5.1 Safe Recruitment

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

- Ensuring the Headteacher and other staff responsible for recruitment and members of the Governing Body (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.

Knowles Primary School follows the guidance contained in Keeping Children Safe in Education, 2016 - Part 3 <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2> and in local procedures for managing safer recruitment processes, set out in Milton Keynes Safeguarding Children Board procedures - Chapter 2. <http://mkscb.procedures.org.uk/page/contents>

Knowles Primary School follows guidance from Milton Keynes Safer Recruitment in Schools Toolkit (September 2016) <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/leadership-and-governance/information-and-support-for-school-governors/key-documents-and-policies-for-governors>

Safe Working Practice

Knowles Primary School has 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.

5.1.1 Current practice

Knowles Primary School observes guidance contained in the following documents:

- Government guidance *Safeguarding Children and Safer Recruitment in Education* is being updated, alongside accompanying guidance. There has been a recent Government consultation on proposed new guidance *Keeping Children Safe in Education 2014*.

Knowles Primary School maintains a single central record of all staff, adults and volunteers who come into regular contact with children and young people which must include the following information:

- Identity checks – “Safeguarding Children and Safer Recruitment in Education” – (above link - section 4.13, page 38) states some form of photographic identity should be seen except where for exceptional reasons none is available;



- A check made to establish that the person is not barred from regulated activity relating to children (the enhanced DBS check currently covers this);
- Checks made to establish that the person meets the requirements with respect to teacher/Headteacher qualifications;
- An enhanced with Children's Barred List criminal record certificate obtained in respect of the person;
- Further checks made because a person has lived outside the United Kingdom i.e. a Certificate of Good Conduct;
- A check made to establish the person's right to work in the United Kingdom; and
- The date on which each such check was completed or the certificate obtained.

When recruiting Knowles Primary School should:

- Check, copy, validate and keep on file the applicant's identity and immigration status i.e. the right to work in the UK from their passport
- Where the applicant has been living abroad, make enquiries in the country of origin
- Make extensive enquiries of referees, including previous and recent employers.
- Where there are trainees on initial teacher education (ITE) courses, it is the ITE providers' responsibility, not the school's, to ensure these checks are made. Knowles Primary School must be satisfied that checks have indeed been done.

5.2 Volunteers

The Headteacher will ensure that unpaid volunteers are recruited using safer recruitment practices:

- Subject to a DBS check at the appropriate level if unsupervised
- Undergo a recruitment process, such as reference checks and interviews, that is appropriate to the duties assigned to them
- Competent to carry out the duties assigned to them
- Only assigned duties that are suitable to their qualification and experience
- Suitably supervised by teaching staff at all times
- Fully inducted in relation to all school/setting policies and procedures

There is no need to carry out DBS checks in respect of volunteers or parents who only accompany staff and children on one-off outings or trips that do not involve overnight stays, or who only help at specific one-off events e.g. a sports day, school fete, college open day.

Volunteers in schools can and should be DBS checked unless supervised to the satisfactory standard i.e. supervised on a regular basis by a member of staff who is appropriately checked.

Knowles Primary School may choose to check volunteers in their setting against the barred list. There is no duty to do an enhanced DBS check, however schools/settings may choose to request one. *N.B. It is likely that the requirements around volunteers will change in light of proposals in the recent government consultation Keeping Children Safe in Education.*



5.3 Visitors

Checks on visitors cannot be done but schools must use judgement about escorting visitors. Always ask to see organisational/agency identification at entry.

Checks on contractors Schools and FE colleges should ensure that the contractor has checked their staff, (barred list check and enhanced criminal records check), if they are working regularly in the premises with opportunity for contact with children. For contractor's staff who do not work regularly at the school but may have contact, it is up to Headteachers and principals to use their professional judgement to decide whether to request checks and how far to supervise these workers

Examples of people who do not need to apply for a DBS Disclosure include:

- Visitors who have business with the Headteacher, principal or other staff or who only have brief contact with children with a member of staff present;
- People who visit a school only once but their work takes them into numerous schools, each as a one off visit so they do not have regular access to the same child. This would be likely to apply to visiting authors, drama companies, poets and other people who visit an individual school to deliver a one off session for pupils, but will repeat such sessions in other schools on a regular basis
- Visitors or contractors who come on site only to carry out emergency repairs or service equipment; and who would not be expected to be left unsupervised on school premises.
- People who are on site before or after school or college hours and where there is no opportunity for contact with children: e.g. local groups who hire premises for community or leisure activities; cleaners who only come in after children have gone home, or before they arrive; and Initial teacher training tutors and staff visiting schools and colleges to observe trainee teachers, provided that they are supervised at all times by someone who is ISA registered (this might include the student teacher themselves)
- Responsibility for determining the requirement for DBS check of an individual visitor or contractor before being allowed access to the building will rest with the Headteacher and/or Governing Body. This will be dependant on the level of access they are likely to have to children and taking into account Health and Safety requirements for contractors and safeguarding guidance. All visitors and contractors will be:
 - informed to report to reception on arrival
 - expected to wear a name-badge or carry some form of identification at all times when on the school/setting premises
 - suitably supervised by school/setting staff at all times
 - made aware of school/setting health and safety procedures.
- The Headteacher and the school Governing Body will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with Knowles Primary School policies.



- Children should not be allowed in areas where builders are working for health and safety reasons, as well as for safeguarding purposes, so there should be no reason for contractors to have contact with them. However, Knowles Primary School should ensure that the contract for building projects makes it clear that any of the contractor's staff who come into contact with children must undergo appropriate checks. The contractor is also responsible for ensuring that any subcontractors they may use follow the same process.
- If contractors will be able to access areas of the school where they will come into contact with children, the school should ensure that the areas can be monitored. The school should also ensure that all contractors sign in as visitors to the school site.
- Visiting organisations such as theatre groups who will be performing for or working directly with children and young people will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding children and young people.

5.4 Staff

5.4.1 Induction and training

- The Headteacher/Designated Safeguarding Lead will ensure that all staff are fully inducted and are made aware of Knowles Primary School's Safeguarding Child Protection Policy and procedures and that staff are fully aware of their role in implementing these.
- The Headteacher/Designated Safeguarding Lead will ensure that all staff are fully trained with regard to Knowles Primary School's child protection procedures and that staff receive safeguarding and child protection training on a three-yearly basis in line with MKSCB guidance on basic single agency safeguarding training specification. Principal elements of specific training should include the following:
 - Identification of the signs and symptoms of abuse and risk factors
 - Relevant legislation and guidance and national and locally agreed procedures
 - Schools own procedures
 - Managing disclosures
 - Information Sharing and Confidentiality
 - Recording and keeping safe records – transfer of information
 - How local statutory services are configured and referral processes
 - Thresholds for referral
 - Working with parents
 - Multi agency and Children's Social Care assessments
 - Child protection conference processes
 - Local safeguarding issues



- Knowles Primary School staff will be offered additional inter-agency safeguarding training provided by Milton Keynes Safeguarding Children Board which should enable them to:
 - Develop knowledge, skills and the ability to work together on the procedures for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
 - Describe inter-agency roles and responsibilities for safeguarding children
 - Understand what will happen once they have informed someone about those concerns
 - Make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
 - Demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.

- The designated staff members will receive:
 - Specific training on the role of the designated staff member every two years.
 - Specialist inter-agency safeguarding training courses provided by Milton Keynes Safeguarding Children Board (MKSCB) at least every three years plus Forced marriage, Female Genital Mutilation, Child Sexual Exploitation and Neglect
 - Training on managing allegations against staff and the role of the LADO

Staff will also have access through MKSCB to training on the role of Children and Family Practices and the use of the Milton Keynes Family Assessment (Common Assessment Framework) as part of their safeguarding training.

5.4.2 Conduct and Safe Teaching practice

- Knowles Primary School expects staff and volunteers to set a good example to children and young people through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.

- The Headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/setting expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCF "*Guidance for safer working practice for adults working with children & young people*" (2009)
http://www.mkscb.org/mkscb/documents/Guidance_for_safer_working_practice_for_adults_who_work_with_children_and_young_people1.doc

5.4.3 Restrictive Physical Intervention

It is Knowles Primary School's policy to use restrictive physical intervention only in line with Milton Keynes Safeguarding Children Board's "Restrictive Physical Intervention" policy.
http://www.proceduresonline.com/mkscb/chapters/p_policy_rest_phys_int.html



Schools and settings should refer to the DFE guidance, 2011 (Use of Reasonable Force)
Use of reasonable force - advice for school leaders, staff and governing bodies - About the Department

5.4.4 Allegations Against Staff and Volunteers

In the event that an allegation is made against a member of staff or volunteer, Knowles Primary School will follow Milton Keynes guidance Managing allegations and concerns regarding staff in education settings and schools (Revised April 2016). This includes where the allegation concerned is against the Headteacher/Designated Teacher.

This local guidance for settings and schools regarding management of allegations against people who work with children is found at:

<http://mkscb.procedures.org.uk/assets/Documents/MK%20LADO%20Practice%20Guidance%20V3%2027.04.2016.pdf>

This policy is supplementary guidance to MKSCB Inter-Agency Policy & Procedures 1.1.6 Allegations against staff, carers and volunteers

<http://mkscb.procedures.org.uk/ykyzx/assessing-need-and-providing-help/multi-agency-safeguarding-hub-mash/allegations-against-staff-carers-volunteers>

These procedures relate to the management of allegations against people who work with children and young people in any capacity, whether paid or unpaid, volunteers, casual, agency or self employed.

Statutory guidance requires that the Local Authority Designated Officer (LADO) should be contacted when an allegation is made against anyone who is in the position of trusted adult with children or young people.

The LADO role also covers people who may have significant contact with children or young people, but are not employed directly to work with them, such as support staff or caretakers.

The guidance should also be followed if it becomes known that an individual who is involved with children in any of the above capacities has, in their personal life, acted in a way that may have caused harm to a child. This is important as it may raise potential concerns about them in their professional capacity.

The LADO **must** be contacted in all cases where it is suspected or alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



The LADO is responsible for the following:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers and recommending a referral as appropriate
- Convening and chairing a Strategy Meeting should the allegation require investigation by police and/or social care
- Managing and overseeing individual cases from all partner agencies
- Ensuring the child's voice is heard and that they are safeguarded
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.

If you become aware of any concerns or allegations in respect of the above, you must notify the LADO and your manager without delay and within one working day. If the LADO is not available, refer to the Multi-Agency Safeguarding Hub on 01908 253169/3170.

The LADO will decide whether there is a need for a **Strategy Discussion** if there are sufficient grounds to believe a child has suffered or is likely to have suffered significant harm. The Strategy Discussion will decide whether enquiries should be made under s47 Children Act 1989. The Strategy Discussion would usually be in the form of a meeting, but may take place by telephone where appropriate (e.g. expediency).

There may be three strands of enquiry in the consideration of an allegation:

- Police investigation of any possible criminal offence
- Enquiries and assessment by Children's Social Care about whether a child is in need of protection or in need of services
- Consideration by an employer of disciplinary action in respect of the individual.

It is important to note that, whilst the LADO (or Multi-Agency Safeguarding Hub) will always provide advice, immediate **management action to ensure the protection of child(ren) from harm rests with the Headteacher/Chair of Governors/Senior Manager** and does not have to wait until a Strategy Meeting. This may include temporarily removing the alleged perpetrator/named adult from their role, through suspension if necessary.

The LADO (Multi-Agency Safeguarding Hub if the LADO is unavailable) can be consulted to discuss any issues in relation to managing allegations against people who work with children and to assist if you are uncertain whether the criteria for LADO involvement are met.

See contact details at Appendix 3.

5.4.5 Whistle Blowing

Knowles Primary School recognises that there may be circumstances where staff and children and young people feel unable to raise concerns or incidents of malpractice within the school/setting environment as there is reasonable doubt that these would be dealt with adequately. All schools and settings will have a Whistle Blowing policy which is easily accessible.



All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/setting, staff and volunteers may report concerns to MKC Head of Delivery for Setting and School Effectiveness (see key contacts at Appendix 3 below).

5.5 E-Safety

E-Safety is a whole-school responsibility. This will be led by a school senior manager responsible for e-safety who will draw upon support from colleagues and advisers with technological expertise to understand issues and problems.

See e-Safety policy.



6 MONITORING AND REVIEWING POLICIES

To enable Knowles Primary School to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher will ensure that:

- The school keeps a central record of all accidents and incidents including what action was taken and by whom
- Staff are aware of their responsibility to record accidents and incidents
- The Headteacher has an overview of all accidents/incidents and will check for any patterns emerging
- Prejudice based incidents are recorded and dealt with in accordance with Government guidance and the Equality Act 2010
- Serious accidents and incidents are reported to the Governing Body AND are scrutinised on a regular basis by the Governing Body to identify any problems or weaknesses around the school's safeguarding policies and procedures or any emerging patterns, and to agree any course of action.
- The Designated Safeguarding Lead ensures a high standard of recording of child protection concerns



7 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

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

If in doubt – consult.

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 Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: penny.giraudeau@milton-keynes.gov.uk

For general queries regarding safeguarding, please feel free to contact the MKC Children & Families Head of Safeguarding: **Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk**

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **Milton Keynes Safeguarding Children Board website: www.mkscb.org**



Appendix 1: CHILD PROTECTION; DEFINITIONS AND INDICATORS

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Types of Abuse:

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-givers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse: Physical abuse 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.

Sexual abuse: 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 (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.

Emotional abuse: Emotional abuse is 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 children 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, although it may occur alone.



Definitions taken from Working Together to Safeguard Children (2013)

Possible indicators of abuse and neglect

N.B. This is not an exhaustive list

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school/setting • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school/setting • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school/setting and other professionals



Appendix 1a

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking



Appendix 2

Concern Reporting Form

Person reporting concern		
Date of concern		Time:
Name of child(ren) involved		
Nature of concern	Change of behaviours/responses Change in clothes/how worn/state Change in personal hygiene Talk from another child/adult	Observation of interactions with family/others Other (please specify)
Attendance	Time of communication:	Follow up/Action:

<p><u>Details</u></p>
<p><u>Who the matter has been referred to/Action taken</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Informed parent <input type="checkbox"/> Informed Designated Safeguarding Lead (Sarah Hilton) <input type="checkbox"/> Informed pupil's social worker <input type="checkbox"/> Informed MASH/CSC duty team <input type="checkbox"/> Informed class teacher <input type="checkbox"/> Monitoring by school <input type="checkbox"/> Other- please state
<p><u>Outcome</u></p>

Name:

Signed:

Date:



Role in school:

Appendix 3

KEY CONTACTS

NAME	ORGANISATION	E-MAIL & TEL NO.
Multi-Agency Safeguarding Hub	Children and Families Milton Keynes Council	Duty Desk: 01908 253169 / 253170
Vikki Blakeston	Team Manager Multi-Agency Safeguarding Hub	Vikki.Blakeston@milton-keynes.gov.uk 01908 253226
Jo Hooper	Head of Productivity: Safeguarding Milton Keynes Council	Jo.Hooper@Milton-Keynes.gov.uk 01908 254307
Melinda May	Head of Children's Social Work Milton Keynes Council	Melinda.May@milton-keynes.gov.uk 01908 253127
Jo Clifford	Local Authority Designated Officer (LADO)	Jo.clifford@milton-keynes.gov.uk 01908 254306
CAIU (Child Abuse Investigation Unit)	Thames Valley Police	CAIU (Child Abuse Investigation Unit) 01908 276140
Cheryl Eyre	Head of Delivery for Setting and School Effectiveness Milton Keynes Council	Cheryl.Eyre@milton-keynes.gov.uk 01908 254683



Appendix 4: Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that 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 their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers⁷.

⁷ Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

⁸ Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

All schools must inform their local authority⁸ of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify all children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

⁹ Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts,



to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on 12 FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹⁰, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

¹⁰ Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'.

¹¹ 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.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.



Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹¹. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and 13 settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. ¹² to the need to prevent people from being drawn into terrorism"¹³. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies

¹² According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹³ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.



- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.¹⁴ Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

¹⁴ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

¹⁵ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Further information on Honour Based Violence

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The CPS, ACPO and support groups have a common definition of HBV:

"Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

This guidance uses the term HBV throughout to frame various forms of violence arising from notions of so-called honour and in line with the terminology used by academics, statutory and non-statutory agencies worldwide in relation to such violence.