

CHILD PROTECTION AND SAFEGUARDING POLICY

(APPROVED BY TRUSTEES AUTUMN 2019, FOR REVIEW AUTUMN 2020)

Staff are bound by the overarching statutory inter-agency guidance: ***Working Together to Safeguard Children***

Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children 2018*)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

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.

Safeguarding is **everyone's** responsibility: all Staff, Governors, Trustees and Volunteers play a full part in keeping children safe. Lakes Academies Trust (LAT) Schools operates a child-centered approach: a clear understanding of the needs, wishes, views and voices of children. LAT Schools ensure that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm.

Where a child is at immediate risk of significant harm staff must make a referral directly to Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) Multi-Agency Safeguarding Hub (MASH): 01908 253169 or 253170 and /or the police on 999. Where harm is suspected but is not immediate the safeguarding and child protection procedures apply.

Leadership has oversight of all the policies and procedures and support staff to carry out their roles and responsibilities. Appropriate systems are in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

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

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged
- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- 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 and keep children safe
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals.

Specific safeguarding / protection issues we raise awareness about, and support children with, include:

- Child Sexual Exploitation
- Trauma; Neglect
- Physical abuse
- Emotional abuse
- Knowledge of the signs and indicators of abuse
- Bereavement
- Bullying including cyber-bullying, including sexting
- Domestic abuse in all its forms
- Substance misuse
- Private Fostering
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Youth violence
- Mental health, children as well as carer-adults
- Radicalisation
- Special Educational Needs
- Fabricated or induced illness
- Relationship abuse
- Trafficking
- Gangs and youth violence

To this end, this policy must be seen in light of other school policies or agreed procedures on:

- PSHE and RSE policy

- Confidentiality Policy and information sharing
- Supporting Children with Medical Needs (Including Administering Medicines to children in schools)
- Behaviour policy
- Anti-bullying policy
- ICT and Online Safety policy
- Safer Recruitment policy
- Attendance policy
- Restrictive Physical Intervention policy
- School Visits policy
- Whistle Blowing Policy
- Children missing in education guidance and local arrangements
- Milton Keynes Exclusion guidance
- Picking up and dropping off procedures (Staff Handbook)
- Looked After Child Policy
- Promoting fundamental British values as part of SMSC in Schools
- Keeping children safe in Education
- Intimate care policy
- Meeting Parents –guidance for staff (Staff Handbook)
- Lone Working policy
- Data Protection policy
- Complaints Policy

Please refer to *Appendix 1* for a more detailed look at related school practices and policies.

Broad government guidance on these issues is available for staff and parents at <https://www.gov.uk/government/organisations/department-for-education> Local procedures and strategies are available at <http://www.mkscb.org/mkscb/>

For Categories of Abuse and Neglect please refer to appendix 2

Legislation and Guidance

LAT adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education revised September 2019. 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

All Staff, Volunteers, Trustees and Governors must read the document Keeping Children Safe in Education: Information for All School and College Staff (September 2019) (which reproduces and summaries Part One of the main guidance).

All staff use the School's Safeguarding Statement, which clearly outlines designations and procedures- *Appendix 3*

LAT notes the guidance on standards and expectations for safeguarding children published by Ofsted. This includes the new inspection framework which came into effect from 01 September

2015: **Common Inspection Framework: education, skills and early years** and any accompanying inspection evaluation schedules and handbooks.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553940/School_inspection_handbook-section_5.doc

All LAT schools are aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Board (MKSB) and which are based on statutory guidance *Working Together 2018. Milton Keynes Safeguarding Children Board procedures*

MKSB procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance; and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics.

All designated teaching staff, trustees and governors must be aware of this guidance and its implications.

LAT is not an investigating agency and it essential that child protection issues are addressed through our agreed procedures however we know that 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. LAT recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings.

Roles and Responsibilities

Staff will be made aware of our systems, which supports safeguarding within the LAT, which are implemented and monitored by the DSL.

All adults working with or on behalf of children have a responsibility to protect them. Key people within the school who have specific responsibilities under child protection procedures for the current year are listed in Appendix 3

The trustees and school leadership team accepts responsibility to ensure that the Designated Leads for Safeguarding have received the necessary training, have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They are given time to effectively fulfill the duties that their role demands.

The school leadership team will ensure that Designated Leads for Safeguarding attend the required training and that they refresh their training every two years. All other staff receive an appropriate level of training undergo refresher training at least every three years.

The Designated Lead for Safeguarding ensures that the child protection procedures are followed within the school and to makes appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with MKSB multi-agency safeguarding procedures.

The Designated Lead for Safeguarding ensures that all staff, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education*.

The Head Teacher provides an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues.

The Nominated Trustee for Safeguarding ensures that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Governors are not given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

All staff are aware of the early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

Statutory Procedures

The school 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 at the MASH (Children's Social Care)
- Contributing to the development and monitoring of Child Protection Plans as a member of the Core Group
- Ensuring that the 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 should consider using the Milton Keynes Common Assessment to address these concerns with the child and its family OR referring through the MASH for additional support through Children & Families Practices.

The role of the SENCO, Family Support Team and other staff is to collectively support families to identify and address unmet needs.

The designated lead takes responsibility for child protection issues, other staff are appointed to deputies in their absence.

The designated lead role is to:

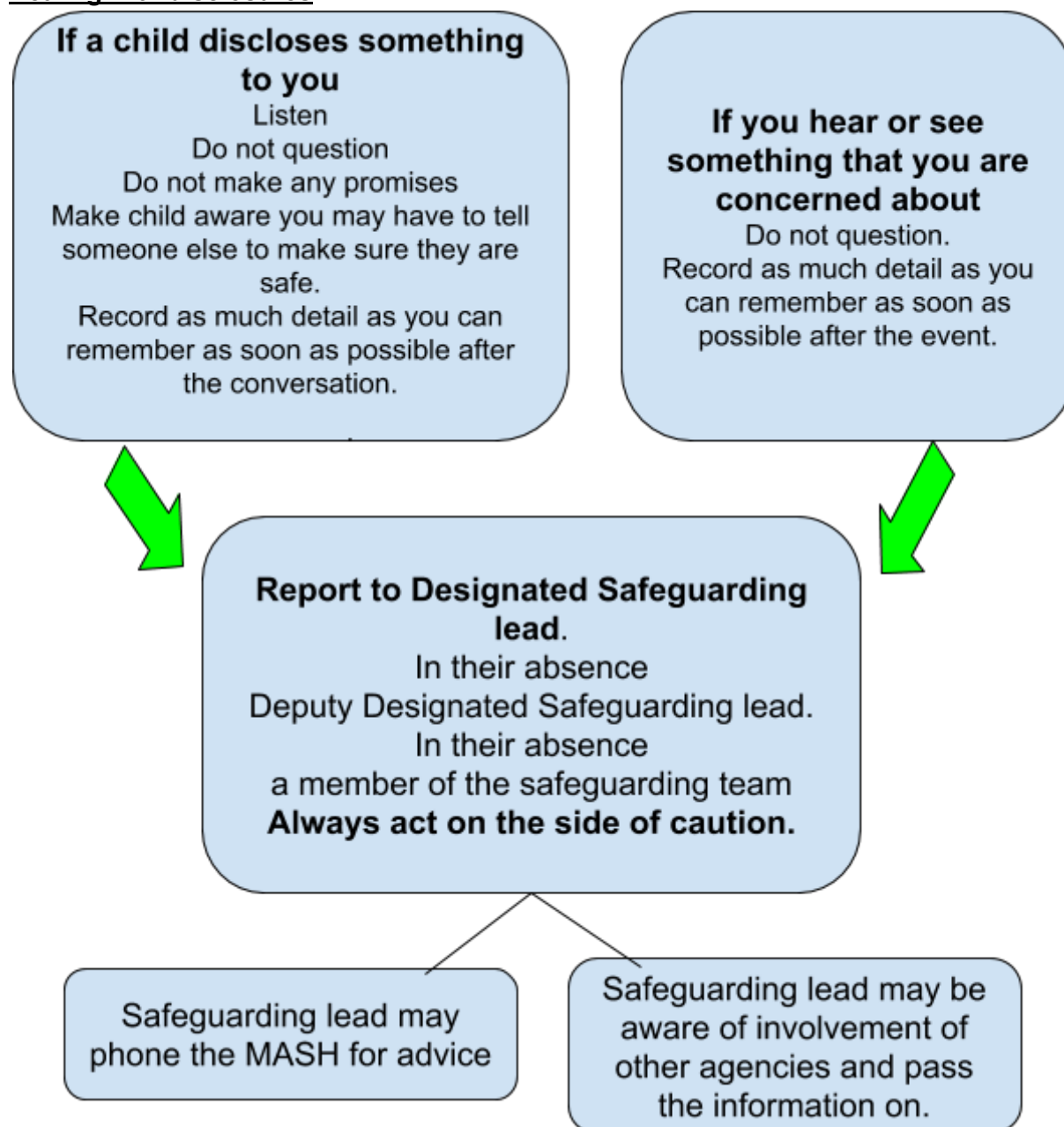
- Provide advice and guidance for staff on child protection issues
- Refer cases on appropriately to relevant agencies
- Take the lead in developing, monitoring and reviewing the school's child protection policy and procedures and Court Orders.
- Oversee child protection systems within the school including 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 Head Teacher/teacher in charge and the nominated governor for child protection within the school
- Provide a link between the school and other agencies, particularly Children's Social Care and the Milton Keynes Safeguarding Board (MKSB)

- Ensure staff are aware of the school policies and procedures and that appropriate training is taken up at the required frequency
- Ensure parents are fully aware of the school's 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

Staff are provided with a full definition of significant harm and the specific indicators that may suggest a child may be at risk of suffering significant harm. Regular bulletins are given from learning from Serious Case Reviews.

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.**

Dealing with disclosures



Referral

A decision on whether or not to refer a child to the MASH should be made by the designated staff member or their deputy following risk assessments of the information shared with the School Head and having referred to the MKSCB Levels of Need documentation.

Attendance at Child Protection Conferences and Core Groups

The designated staff member will liaise with Children's Social Care to ensure that all relevant information held by the school is provided to CSC during the course of any child protection investigation. The designated staff member will ensure that the school is represented at Child Protection Conferences and Core Group meetings if no one from the school can attend, the

designated staff member will ensure that a report is made available prior to the conference or meeting.

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 relevant staff member 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.

Record keeping

We take account of guidance issued by the DfE and ensure that we:

- Keep an updated single Central Record of Children about whom we have concerns, who are subject to Child Protection procedures and who are Looked After
- Keep written records of concerns about children, including where there is no need to refer immediately.
- All records are securely maintained of all concerns about children, including where there is no need to refer immediately.
- Ensure all records are kept securely; separate from the main pupil file.
- If a child about whom we have concerns leaves our school, the DSL makes contact with the safeguarding professional at the following school and the file is forwarded. A duplicate of the file also remains within our own child protection records and stored for 10 years.
- All LAT schools save files electronically for a period of at least 10 years from the date of the last incident. Paper records are then disposed of securely as confidential waste.
- No information will be shared on a memory stick.

Confidentiality and Information Sharing

Staff must have due regard to the relevant data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the General Data Protection Regulation (GDPR). To share information effectively:

All staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Where staff need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing staff to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The Data Protection Act 2018 and GDPR do not prohibit the collection and sharing of personal information, but rather provide a framework to ensure that personal information is shared appropriately. In particular, the Data Protection Act 2018 balances the rights of the information subject (the individual whom the information is about) and the possible need to share information about them.

In the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information with other practitioners. Staff looking to share information should consider which processing condition in the Data Protection Act 2018 is most appropriate for use in the particular circumstances of the case. This may be the safeguarding processing condition or another relevant provision.

In addition to the Data Protection Act 2018 and GDPR, practitioners need to balance the common law duty of confidence and the Human Rights Act 1998 against the effect on individuals or others of not sharing the information.

IT systems can be useful for information sharing. IT systems are most valuable when practitioners use the shared data to make more informed decisions about how to support and safeguard a child.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only.

Inter-agency guidance on information-sharing is contained in the MKSB procedures http://www.proceduresonline.com/mkscb/chapters/p_info_sharing.html

Training

The Designated Leads for Safeguarding undertake specialist child protection training, updated at a minimum of every two years. All staff undertakes child protection training, updated at a minimum of 3 yearly, in line with advice from MKSB and recorded (Appendix 4).

Safer Recruitment

The trustees and SLT ensure that the school follows safe recruitment processes in accordance with government requirements and MKSB procedures, including:

- The Head Teacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
- The upkeep of a Single Central Record of all staff and regular volunteers
- Written recruitment and selection policies and procedures are in place
- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that volunteers are appropriately supervised

LAT schools are compliant with guidance contained in part 3 of Keeping Children Safe in Education and in local procedures for managing safer recruitment processes.

Safe Working Practice

LAT Schools have an agreed code of conduct for Staff to ensure safe working practices.

Allegations against Staff

LAT recognises 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. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behavior of an adult.

Keeping Children Safe in Education 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**.

LAT schools **are guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 1.1.6 Milton Keynes Safeguarding Children Board procedures**. Confidential Reporting Code on 01908 252525.

Use of School Premises by external bodies

Where services or activities are provided separately by another body using the school premises, the governing body and staff members will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Use of cameras and photographic images of children and young people

In LAT schools video/photographic evidence is often used to record progress a child is making in order to inform future planning or for staff to evaluate their performance. At times press and media may visit relating to current affairs. The school asks all parents as part of the home visit if their child's image may be used. This information is kept centrally and no child's image is used when this is refused. Staff must only use school equipment for such purposes. Staff must not share their home or mobile number and will not enter into personal messaging with students on social media. www.safeguardingschools.co.uk/safer2015. It is also LAT policy that parents do not record or take photos of children during school performances and activities.

Review

The governing body is responsible for reviewing this 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 all related policy and procedures are kept up to date.

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 MASH or

Local Authority Designated Office (LADO) Jo Clifford 01908 254300

Email: lado@milton-keynes.gov.uk

If in doubt – consult the schools Safeguarding Lead.

Information about **safeguarding training for schools and education settings**

Tel: 01908 254962 or email: emma.korley@milton-keynes.gov.uk

General queries regarding safeguarding:- Children & Families Head of Safeguarding:

Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk

Further information and guidance about safeguarding children, including inter-agency training opportunities, can be found on:

Milton Keynes Safeguarding Board website: www.mkscb.org/mkscb/

LAT works to the following policy documents in order to support the protection of children and young people who are at risk of significant harm.

- Working Together To Safeguard Children DfE 2018 Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children
- MK Guidance: Managing allegations and concerns regarding staff in education settings and schools See section 27, page 26 of the DCF “Guidance for safer working practice for adults working with children & young people” (2009) and Keeping Children Safe September 2019 www.safeguardingschools.co.uk/safer2015
- Advice on what to do if you are worried that a child is being abused. This includes important information about the legal issues involved in sharing information. At: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Appendix 1 - Related School Practices and policies
- Appendix 2 - Physical Abuse
- Appendix 3 - School’s Safeguarding Statements
- Appendix 4 -Policy on FGM
- Appendix 5 - Intimate Care protocols
- Appendix 6 - Governor/trustee training

Appendix 1

Related School Practices and policies

Bullying (read in conjunction with Behaviour policy)

While bullying between children is not a separate category of abuse or neglect, it is a very serious that can cause anxiety and distress. At its most serious level, bullying is thought to result in up to 12 suicides each year.

In accordance with our Behaviour policy all incidences of bullying should be reported and will be managed through our anti-bullying procedures. This includes all forms of bullying – cyber, racist, homophobic and gender related.

All parents and pupils have access to the LAT school behaviour policies. We keep a record of all reported bullying incidents and outcomes, Outcomes are reported to pupils/parents.

Racism

Our policy on racist incidents is set out and acknowledges that repeated racist incidents or a single serious incident will lead to exclusion and possible consideration under child protection procedures. We keep an accurate record of all racist incidents. Systems are in place to support victims and perpetrators of racist incidents.

Domestic Violence

DV is a safeguarding and Child protection issue any child or young person who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma, likely to be at risk of emotional damage and or physical injury. Allegations of domestic violence or the risk of or witnessing of such incidents will be referred to the Duty and Assessment Team under our Child Protection Procedures. Guidance is provided as part of the annual Child Protection / Safeguarding training to support staff in identifying potential cases of domestic violence.

Forced Marriage

This is a safeguarding and Child Protection issue. LAT Schools will ensure that all staff are aware of any signs that would indicate a pupil is concerned that they may be taken away. Guidance is provided as part of the annual Child Protection / Safeguarding training. There are close checks on requests for holidays abroad or requests for leave of absence. There is close monitoring of Attendance and reasons for absence. All concerns regarding the possibility of Forced Marriage will be referred to the Children's Social Care or directly to the Forced Marriage Unit.

Child trafficking and Sexual Exploitation

LAT schools have in place a clear system for requesting proof in order to check the validity of parents/carers and who has parental responsibility in line with guidance from Milton Keynes Procedures. Relevant information will be passed on to the relevant agencies when the student moves on. Guidance is provided as part of the annual Child Protection / Safeguarding training to support staff in identifying potential cases of sexual exploitation.

Child criminal exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered. The LAT will work with multi agencies to safeguarding pupils, using Milton Keynes Safeguarding procedures.

Looked after children and previously looked after children

We are aware that a previously looked after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep previously looked after children safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children who are a particularly vulnerable group. On commencement of section 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement who have left care through adoption, special guardianship or child arrangement orders who were adopted from state care outside England and Wales.

Private Fostering arrangements

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The LAT has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Radicalisation

LAT recognises we have a responsibility to protect our students from extremist views as young people can be drawn into violence themselves or they can be exposed to messages within the family and community. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community. All concerns should be reported to the Designated Safeguarding Lead who will contact either Children's Social Care or the Counter Terrorist Team to seek further advice and guidance.

The school curriculum reinforces fundamental British values such as freedom of speech, democracy and equal rights. It equips pupils with appropriate skills, knowledge, understanding and awareness as part of our whole school programme.

Annual safeguarding training reinforces the message that staff should never attempt impose their political or religious views and beliefs on students under any circumstances. The school will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of children at Lakes Academies Trust Schools.

Child Poverty

Guidance in the school's Child Protection policy defines neglect as the 'persistent failure to meet a child's basic physical, emotional and psychological needs, likely to result in the serious impairment of a child's health and development'. Neglect may arise from lack of knowledge, lack of ability to meet child's needs, competing priorities, stress and deprivation. The guidance outlines possible signs and symptoms of neglect and is updated as part of the annual staff safeguarding training.

The Designated Safeguarding Lead will refer possible neglect concerns to Children's Social Care as outlined in the Child Protection policy. As part of our multi-agency approach to supporting students and families the school will make necessary referrals to other appropriate agencies that may be able to provide additional support and assistance, i.e. – MK ACT, Women's Aid.

Mental Health

The Family Support and inclusion teams engage with appropriate external agencies to support children with emotional and behavioural difficulties. We signpost parents / carers to request a referral to CAMHS through their doctor. The school supports referrals to CAMHS by providing additional information on the impact of the emotional and behavioural difficulties on the child's progress in school.

In addition, the Family Support team together with SEN support refer children to appropriate external organisations to secure the appropriate levels of support, i.e. – Educational Psychologist Service, Pupil Support Service and Community Pediatric Service.

We provide additional support for pupils with emotional and behavioural needs in school. This includes support from staff in lessons, individual or group Mindspace sessions, pre-tutoring sessions or 1-2-1 mentoring sessions with our Family Support Workers.

In line with the Special Educational Needs and Disability Code of Practice (2015), the school has a graduated response to individual specific needs. All children with SEND have a Needs and Strategies Form which identifies the area of need and employs the assess, plan, do, review cycle. The Needs and Strategies Form specifies teaching strategies, including interventions

that are used alongside quality first teaching to provide targeted and personalised support for the child.

Specialist support from external agencies, including the local authority Inclusion and Intervention Team may be requested by the SENCO in conjunction with parents and the class teacher.

The school regularly identifies whole school training and training needs for specific staff to improve the teaching and learning of children including those with SEND.

Peer on Peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, others may make allegations against students in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The LAT will support the victims of peer on peer abuse by using the local safeguarding procedures.

Female genital mutilation FGM

We provide information about female genital mutilation (FGM) and what action should be taken to safeguard girls and young women who may be at risk of being, or have already been, harmed. FGM is illegal in the United Kingdom, and therefore is a child protection issue.

The Female Genital Mutilation Act 2003 makes it an offence for

UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal. Further information about the Act can be found in [Home Office Circular 10/2004](#).

guidance can also be accessed via the following link:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

For further guidance see The [2013 Protocol and Good Practice Model: Disclosure of information in cases of alleged child abuse and linked criminal and care directions hearing](#)

All LAT Schools know 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 2018, two emergency contacts will be requested for pupils of the LAT. Further information can be found in 'Children missing education: statutory guidance for local authorities September 2016'

Appendix 2

Physical Abuse

This may involve hitting, shaking, throwing, poisoning, 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 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 the 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 (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.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers); or

- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 3:

Knowles Primary School Safeguarding Statement

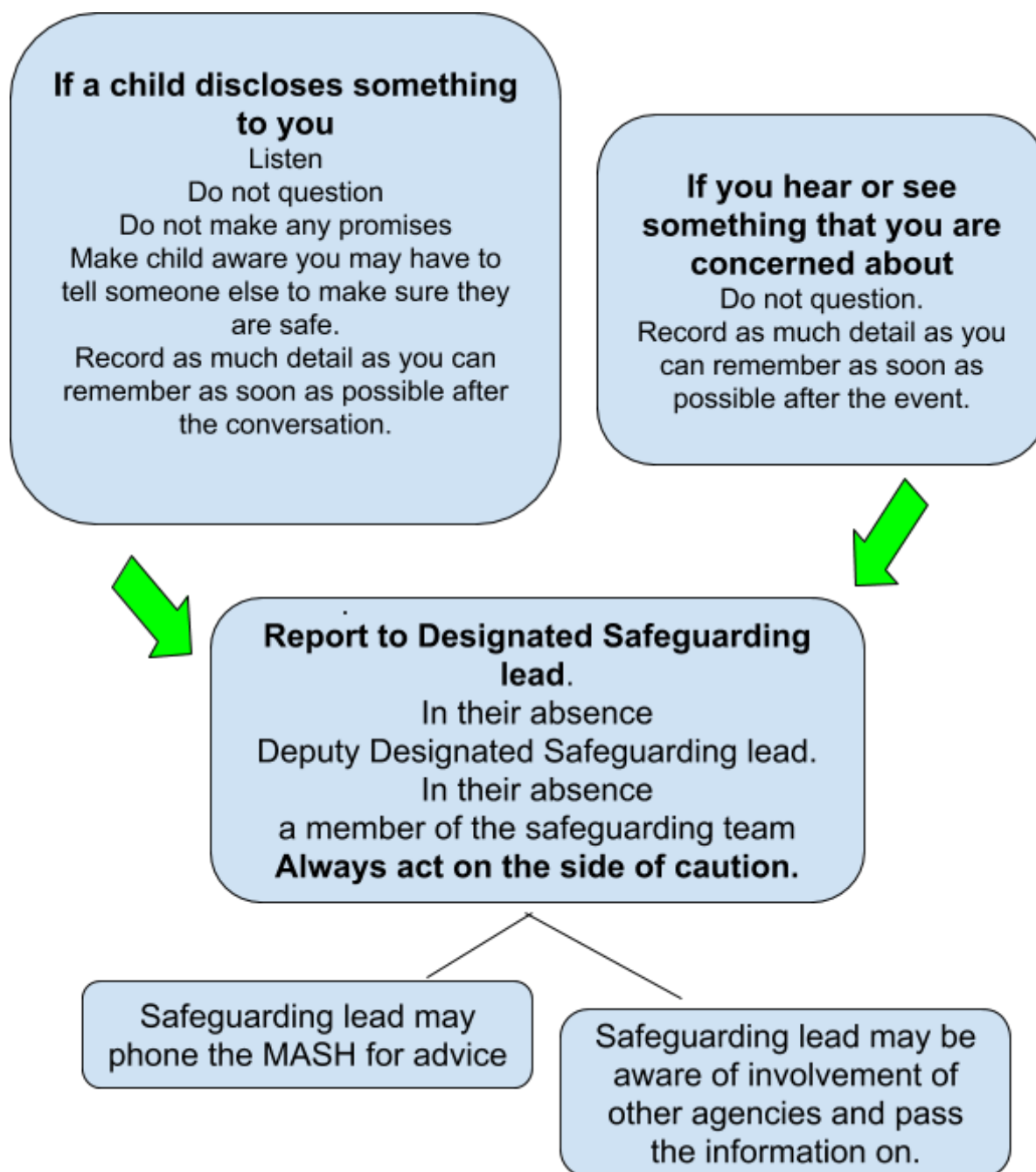
This information should be read alongside the child protection and safeguarding policy.

At Knowles Primary School Child Protection encompasses all aspects of keeping children safe and is the responsibility of all staff in school.

Child protection procedures are followed whenever a child is perceived to be at risk. Staff training ensures all staff are aware of issues relating to child protection including:

- Types of abuse and neglect
- Specific safeguarding issues
- Child Sexual Exploitation and Female Genital Mutilation
- Preventing radicalisation

All staff read DFE guidance -**Keeping children safe in education and The Prevent duty Departmental advice for schools and childcare providers**. A signed list is kept with the Designated Safeguarding Lead.



Knowles Primary School works closely with Children's Social Care and the Police and follows Milton Keynes procedures.

All families who have had or have CSC involvement have a file locked in the Designated Safeguarding Lead office.

All disclosures or incidents are reported on the appropriate form which is stored electronically. A printed copy is signed and kept in the child protection folder.

Communication with other agencies is also recorded on a form stored electronically with a signed copy in the CP file.

A document shared with the safeguarding team logs the chronology of all cases.

All families who have or have had Children and Family Practice support have a file locked in the Designated Safeguarding Lead office.

A document shared with the safeguarding team and family support team logs chronology of all cases.

Office staff have a list of vulnerable children and any information they need to be aware of relating to court orders. Individual teachers have this information relating to their own classes. All court orders are stored in the child's main file in a locked drawer.

Head Teacher	Sarah Rice	sarah.rice@kpsmk.uk 01908373588
Designated Safeguarding lead	Leah Dobson	leah.dobson@kpsmk.uk 01908373588
Deputy Safeguarding Lead	Sarah Rice	sarah.rice@kpsmk.uk
Members of safeguarding team	John Hole Charlotte Purves	john.hole@kpsmk.uk charlotte.purves@kpsmk.uk
Designated E safety lead	Leah Dobson	leah.dobson@kpsmk.uk
Designated CSE lead	Sarah Rice	sarah.rice@kpsmk.uk
Designated LAC & Post LAC Lead	Leah Dobson	leah.dobson@kpsmk.uk
Chair of Governors	Sarah Luby	sarah.luby@lakesacademiestrust.org
Designated Governor for Safeguarding	Janet Deeley	janet.deeley@lakesacademiestrust.org
Designated Governor for LAC	Janet Deeley	janet.deeley@lakesacademiestrust.org

Designated Governor for Mental Health	Sarah Luby	sarah.luby@lakesacademiestrust.org
Chair of trustees	Lucy Abbott	lucy.abbott@lakesacademiestrust.org
Designated trustee for safeguarding	Lucy Abbott	lucy.abbott@lakesacademiestrust.org
Designated trustee for safer recruitment	Lucy Abbott	lucy.abbott@lakesacademiestrust.org

Training

Date	Training	Name of person
02.09.16	Safeguarding Basic Awareness	All staff
14.09.16	E-Safety	All staff
03.10.16	Designated Safeguarding Lead Conference	Sarah Rice
31.10.16	Data Protection	All staff
14.11.16	MKSCB Annual conference	Sarah Rice
11.01.17	Positive Handling	All staff
13.01.17	Designated Safeguarding Lead	Sarah Rice
01.02.17	Prevent update	All staff
03.03.17	Enabling Children how to learn	Sarah Rice
30.08.17	Safeguarding Basic Awareness	All staff
16.10.17	Everybody's Business	Leah Dobson
06.11.17	Prevent	All Staff
01.12.17	Designated Safeguarding Lead	Leah Dobson
11.12.17	Managing Sexualised Behaviours	Sarah Rice
17.01.18	Safer Recruitment	Leah Dobson
28.02.18	Child Sexual Exploitation	Sarah Rice
06.03.18	FGM	All staff

26.04.18	E-Safety	All Staff
20.06.18	Safer Recruitment	Charlotte Purves
12.07.18	Mental Health First Aid	Leah Dobson
12.07.18	Mental Health First Aid	Emily Cox
28.09.18	Team Teach Training	All Staff
28.09.18	Team Teach Training - Specialist positive handling techniques	Sarah Rice Leah Dobson John Hole Dani McShane Lucy Egerton Sameera Dhanji Emily Cox
29.10.18	Safeguarding Basic Awareness	All staff
23.10.18	Everybody's Business	Sarah Rice
23.10.18	Everybody's Business	Cheryl Weight
23.10.18	Everybody's Business	Nicola Quilter
26.11.18	DSL refresher	Sarah Rice
03.12.18	Online Safety (sexting and grooming) with CEOP	Leah Dobson
05.12.18	County lines and Cuckooing	Cheryl Weight Nicola Quilter
09.01.19	E-Safety - CEOP	All Staff
17.01.19	Everybody's Business	Charlotte Purves
23.01.19	DSL Lead Training	Charlotte Purves
Feb 2019	Mental Health First Aid Champions	Sarah Rice John Hole Nicola Quilter
March 2019	Safer Recruitment	Diane Kubok - governor
02.05.19	Specialise Protective Behaviours 4 day course	Nicola Quilter Cheryl Weight

20.05.19	Mental Health Youth First Aid	Nicola Quilter
20.03.19	Female Genital Mutilation	All Staff
19.06.19	Fabricated illness	Nicola Quilter Cheryl Weight
11.06.18	CAF Training	Cheryl Weight
10.07.19	WRAP training	Leah Dobson Sarah Rice
11.09.19	Advanced Safeguarding for Designated Leads	Leah Dobson Sarah Rice
24.09.19	Train the Trainer	Leah Dobson
24.09.19	Honour Based Violence and Forced Marriage	All Staff

Appendix 4 to safeguarding policy for Female Genital Mutilation (FGM)

Rationale:

Lakes Academies Trust (LAT) has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the LAT Child Protection/Safeguarding policy. The LAT uses the World Health Organisation definition as written below.

Definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

(World Health Organisation-1997)

Government documents:

The LAT has taken information from several documents to write this appendix. These include, The Milton Keynes FGM Strategy Child Protection Procedures Guidelines for FGM www.mkscb.org, the Government Home Office guidelines, the Ofsted guidelines for “Inspecting Safeguarding”.

The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

Procedures LAT schools have in place:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. Comprehensive PSHE and Relationship and Sex Education curriculum.
3. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children. This includes:

Indications that FGM has taken place, which may include;

- Prolonged absence from school with noticeable behaviour change especially after a return from holiday.

- Spend long periods of time away from the class during the day.

A child who has undergone FGM should be seen as a child protection issue and dealt with in line with Child protection and safeguarding procedures

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation then we refer to the Milton Keynes Protection Procedures Guidelines for FGM (www.mkscb.org).

We may; ASK?

- Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;
- •Who is going on the holiday with the child?
- •How long they plan to go for and is there a special celebration planned?
- •Where are they going?
- •Are they aware that the school cannot keep their child on roll if they are away for a long period?
- •Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

If you suspect that a child is a victim of FGM you must refer to the designated safeguarding lead who will seek advice.

Records are kept in line with Child protection and safeguarding procedures

Useful documents include:

MKSCB Female Genital Mutilation (FGM) Resource Pack for Milton Keynes Practitioners 2015

(FGM) Panel Via FGM@milton-keynes.gov.uk

Screening Tool should be completed in conjunction with MKSCB inter-agency procedures on female genital mutilation:

http://mkscb.proceduresonline.com/chapters/p_fem_gen.html

Government Resources for FGM

<https://www.gov.uk/government/publications/fgm-support-materials>

- Multi-agency guidance on female genital mutilation (FGM) should be read and followed by all persons and bodies in England and Wales who are under statutory duties to safeguard and promote the welfare of children and vulnerable adults. It replaces [female genital mutilation: guidelines to protect children and women \(2014\)](#).

This guidance should be considered together with other relevant safeguarding guidance, including (but not limited to):

- [Working Together to Safeguard Children \(2015\) in England](#)
- [Safeguarding Children: Working Together under the Children Act 2004 \(2007\) in Wales](#)

It is not intended to replace wider safeguarding guidance, but to provide additional advice on FGM.

Appendix 5

Intimate Care protocols as part of Child protection and safeguarding policy

These protocols should be read in accordance with the medical policy, safeguarding and child protection policy and SEN policy. These protocols support the principles equality guidance where by no pupil will be discriminated against, and will be treated with the utmost respect.

Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. Where a child has an EHCP or medical need a care plan will be written with the school nursing team in consultation with parents.

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Intimate care will only be carried out by school staff, all of whom have had an enhanced DBS check with a children's barred list check. No volunteers will be present or permitted to carry out intimate care.

Our approach to best practice

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so, as is relevant, (including Child Protection and Health and Safety training in lifting and moving where necessary) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist or other medical professionals (school/community nurses, paediatric consultant etc.) as required. Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex education to the children/young people in their care as an additional safeguard to both staff and children/young people involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for

him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves.

Where Care plans are in place and intimate care is a regular need ideally there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

The Protection of Children and safeguarding

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be adhered to.

All children will be taught personal safety skills carefully matched to their level of development and understanding. The sex education curriculum provides girls information on menstrual cycle and staff deal with this in a sensitive manner when it occurs. Sanitary bins are provided in the girls KS2 toilets.

Health and Safety

The Health and Safety policy and wider guidance will be used in all Intimate Care considerations.

Further Guidance

➤ **Keeping Children Safe in Education latest guidance will be used at all times and the latest guidance issued to all staff.** ➤ **'Working Together To Safeguard Children', Inter-Agency Child Protection**

Procedures 2016. ➤ **What To Do IF You're Worried A Child Is Being Abused March 2015** ➤

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Changing facilities

Appropriate facilities related to individual needs will be identified.

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work

within 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background. Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny. Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility and part of a care plan.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

First Aid and intimate care

Staff who administer first aid should ensure wherever possible that another adult or other children are present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing, or a medical issue in an intimate area), another member of staff should be in the vicinity and should be made aware of the task being undertaken. Parents should be informed and if the situation is unusual and not part of a care plan parents may be asked to attend, although a child should never be kept in distress or uncomfortable while waiting for this to happen.

Changing Nappies or pull ups

It is expected that children who start school are toilet trained (unless there is a medical need). However, we recognise that sometimes this is not the case. If changing of nappies or pull ups is required the following will apply:

Permission to change nappies/pull ups will be sought from parents/carers before the child starts. Parents/carers will provide nappies, nappy sacks and wipes.

Children will be changed in a private area with 2 members of staff present. Staff will wear gloves. Nappies will be folded with the faecal material inside, pull ups will be folded at the top and put in a nappy sack and then a designated bin. The bin will be emptied daily. A new nappy will be fitted by an adult. Children in pull ups will be encouraged to put these on themselves. The area will be disinfected after each nappy/pull up change.

Physical Education and other skills coaching

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment. Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation.

Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

Out of school visits, clubs etc.

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school.

To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour on visits. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or abusive behaviour.

Child Protection and Safeguarding Policy