



**Child Protection and Safeguarding  
Policy  
September 2021**



Cold Harbour CE Primary School

### **Policy Ethos Statement**

The School's Christian Vision Statement, "Let your Light Shine" is our central vision. Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith, enabling us to grow, learn and achieve together.

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

**Growing** in confidence, faith, personal awareness and ability

**Learning** in creative, fun, technologically assisted and investigative ways

**Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities

**Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

## 1. KEY CONTACTS IN SCHOOL/SETTING – COLDHARBOUR SCHOOL

<p><b>Executive Head Teacher / Principal / senior officer and Senior Designated Safeguarding lead</b></p>	<p>Claire Britnell</p> <p>Training attended for DSL: 4<sup>th</sup> November 2020</p>	<p>Cold Harbour School</p> <p>Contact Details: <b>01908 270377</b></p>
<p><b>Senior Designated Safeguarding lead</b></p>	<p>Michelle Laskey</p> <p>Assistant Head Teacher</p> <p>Training attended for DSL: 12.11.19</p> <p>DSL Update: 10.12.20</p> <p>SCE: 09.07.2020</p> <p>FGM: February 2021</p> <p>Prevent: 09.7.2020</p> <p>Domestic Violence Champion: 15.12.20</p>	<p>Cold Harbour School</p> <p>Contact Details: <b>01908 270377</b></p>
<p><b>Deputy Designated Safeguarding lead operational</b></p>	<p>Sarah Kotulecki</p> <p>Assistant Head Teacher</p> <p>DSL: 2.12.20</p>	<p>Cold Harbour School</p> <p>Contact Details: <b>01908 270377</b></p>
<p><b>Members of Safeguarding team</b></p>	<p>Ronnie Rowsell</p> <p>Learning Mentor</p> <p>Training attended for DSL: 12.11.2019</p> <p>Amy Scanlan</p> <p>Night Owls DSL</p>	<p>Cold Harbour School</p> <p>Contact Details: <b>01908 270377</b></p>

	Training attended: 14.5.21	
<b>Operational e-safety lead</b>	Michelle Laskey	Cold Harbour School Contact Details: <b>01908 270377</b>
<b>Designated e-safety lead</b>	Zoe Gardner	
<b>Designated CSE lead</b>	Michelle Laskey	Cold Harbour School Contact Details: <b>01908 270377</b>
<b>Designated LAC (Looked After Children) lead</b>	Michelle Laskey	Cold Harbour School Contact Details: <b>01908 270377</b>
<b>Chair of governing body</b>	Joanna Grant	Cold Harbour School Contact Details: <b>01908 270377</b>
<b>Designated governor for safeguarding</b>	Felicity Cockbaine	Cold Harbour School Contact Details: <b>01908 270377</b>

<b>Designated governor for safer recruitment:</b>	Felicity Cockbaine	Cold Harbour School Contact Details: <b>01908 270377</b>
<b>Designated prevent lead:</b>	Michelle Laskey	Cold Harbour School Contact Details: <b>01908 270377</b>

## 1. SAFEGUARDING STATEMENT OUR PRINCIPLES

At Cold Harbour School, the governors and staff fully recognise the contribution the school makes to safeguard children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help to protecting pupils from harm.

As described by the MK Together Partnership 2020, we see Safeguarding as the golden thread – front and central in everything that we do. Ultimately, effective safeguarding of children can only be achieved by putting children at the center of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2018 and Keeping Children Safe in Education 2021 and any updates (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>).

The elements of this policy are prevention and protection and support:

- Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers will play their full part in keeping children safe.
- Cold Harbour School operates a child-centered approach: and a clear understanding of the needs, wishes, views and voices of children.
- Cold Harbour School ensures 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. (See appendix 1).
- Cold Harbour School ensures that all staff and volunteers are aware of and adapt to changes in our approach to safeguarding when children are not attending the school setting. This includes: children in isolation, children at home due to school closures as a result of the COVID-19 pandemic, or children with health care needs that cannot attend school.

## 2. RESPONSIBILITIES

Leadership will have oversight of all the policies and procedures and will support staff to carry out their roles and responsibilities in an effective and collective manner and by ensuring appropriate systems 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 will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Ensuring that pupils' development is supported in ways that will foster security, confidence and independence
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- Highlight the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- Highlight the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- Emphasises the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- Enhance relationships with agencies to ensure the safety of our pupils, in conjunction with the Milton Keynes safeguarding board.
- We will create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2019 (and any updates))
- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to

## 3. SAFEGUARDING AS A WHOLE SCHOOL FOCUS

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
- Bullying including cyber-bullying, including sexting
- Substance misuse
- Private Fostering
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage

- Mental health, children as well as carer-adults
- Radicalisation
- Special Educational Needs
- Fabricated or induced illness
- Relationship abuse
- Trafficking
- Upskirting
- Peer on peer abuse
- Online abuse
- Pupils learning at home as a result of COVID-19 (isolation, illness, lockdown)
- Sexual violence and sexual harassment

To this end, this policy must be seen in light of other school policies/guidance on:

- SEND
- Personal, Social and Health Education and Sex and Relationships Education;
- Milton Keynes Managing allegations and concerns regarding staff in educational settings and school
- Confidentiality Policy (included in Code of Conduct)
- Policy on the administration of medicines (included in Medical Conditions policy)
- Anti-bullying policy
- Policy for the use of Restrictive Physical Intervention with children and young people (included in the Behaviour Policy)
- Drug Advice for school (included in Drugs Education Policy)
- Milton Keynes Guidance for off-site visits
- Milton Keynes Photographic Images of children guidance
- Milton Keynes Whistle Blowing Policy
- Department of Education Children missing in education guidance and local arrangements
- Milton Keynes Exclusion guidance
- Picking up and dropping off Policy (included in Security Policy)
- The role and responsibilities of the designated teacher for looked after children (Milton Keynes Virtual School Handbook)
- Young person's guide to keeping children safe
- Promoting fundamental British values as part of SMSC in Schools (Included in PSHE and Child Trafficking and Sexual Exploitation policies)
- Department of Education Keeping children safe in Education
- FGM policy
- Data Protection
- Complaints Procedure
- Mental Health and Wellbeing
- Sexual Violence and Sexual Harassment between children in Schools and Colleges (DFE Guidance)

Some specific safeguarding and protection issues are more regularly endorsed and receive additional attention as to raise awareness and provide support that is most-essential to our children and local community. These include:

#### Mental Health

Cold Harbour School is currently working in collaboration with the Mental Health Support Service (MHST) to provide support to pupils and families identified as in need of mental health and



wellbeing support. All staff and volunteers are well trained to identify signs of mental stress or a change in mental wellbeing. This formed part of our staff Safeguarding training update in September 2020.

All staff and volunteers know to look for signs/symptoms on mental wellbeing issues, such as:

- Confused thinking or reduced ability to concentrate
- Feeling sad or down
- Excessive fears or worries, or extreme feelings of guilt
- Extreme mood changes of highs and lows
- Withdrawal from friends and activities
- Significant tiredness, low energy or problems sleeping
- Detachment from reality (delusions), paranoia or hallucinations
- Inability to cope with daily problems or stress
- Trouble understanding and relating to situations and to people
- Major changes in eating habits
- Excessive anger, hostility or violence
- Suicidal thinking

We also look out for behaviours such as phobias, panic attacks, anxiety, depression, self-harm.

Where it is felt that a pupil requires support with their mental health, concerns are raised to the DSL who will work with the pupil, parents/carers and school staff to plan relevant intervention to best support the child. In some cases, this could entail making a referral to the MHST for external intervention with the family to take place.

### Bereavement

Bereavement can have a significant impact on a person's emotional wellbeing and mental health.

In most cases, children, young people and the adults around them are able to manage their experience of bereavement where the school system provides thoughtful and contingent support. With a clear narrative for events and careful support, most children, young people and adults can make sense of their experience of loss. In some cases, particularly where the bereavement event might be unexpected or traumatic, the loss can have a significant effect on emotional wellbeing and mental health.

As a result of this, Cold Harbour School staff have been provided with guidance as to how best support young pupils and their families with bereavement.

Following the notification or disclosure of bereavement, the following actions are implemented:

- School staff work with the child/young person and their family to plan support, including who needs to know and how, following the family's wishes

- A key member of staff is assigned to the child/young person (there is to be a trained staff member in each school) for ongoing support, working within best practice, the school's policy and to meet specific needs of the child or young person
- The completion of an early help assessment may be appropriate for some children or young people in order to identify and meet needs
- Referrals to MHST may be required where there is a possible anxiety disorder / clinical depression

In addition to this, our PSHE curriculum may be adapted to:

- Have a strong focus on feelings, emotional literacy, accessing help and support and talking to a range of trusted adults
- Incorporate the Child Bereavement Network's resource, **Elephant's Tea Party**, which provides activities and lesson plans to help pupils explore the subject in an age-appropriate way
- Incorporate the **SEAL** (social and emotional aspects of learning) unit CHANGES for primary aged children which focuses on loss and change. Whole school assemblies support this learning across the school and there are further materials to support targeted interventions (silver set)

### Domestic abuse in all its forms

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

- physical
- sexual
- financial
- emotional
- psychological

Expose to domestic abuse and/or violence can have serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All staff and volunteers at Cold Harbour know to look out for the following indicators that domestic violence could be taking place within the home:

Children who experience domestic abuse may:

- display challenging behaviour
- suffer from depression and anxiety
- not do as well at school as usual.

Children who experience domestic abuse may feel on constant alert. Signs of anxiety or fear-related behaviour include:

- bed wetting or unexplained illness
- running away from home
- constant worry about possible danger or safety of family members
- aggression towards others (Early Intervention Foundation, 2018).

The DSL has become part of the Domestic Violence Champion initiative in Milton Keynes which seeks to raise the profile of Domestic Violence and cascade training from Thames Valley Police to all relevant parties. They recommend specific advice to schools/settings:

- If/when opportunities arise for home visits with pupils e.g. on transitional visits, look out for damage to property – doors/windows/punch marks; new posters randomly placed; locks missing or on the wrong side of the door (bedroom /bathroom), ‘Showroom home’ – unrealistic for the volume of traffic
- Put up posters about support agencies.
- Be aware of support services locally and keep supplies of information to pass on.
- Be aware of signs that indicate abuse is taking place.
- Create an environment that is comfortable to talk about abuse.
- Know how to ask the right questions to let someone know they can talk to you about abuse.
- Don’t feel you have to know everything, knowing the basics and being able to respond is better than not talking about it at all.
- Be aware possible signals for HELP from somebody who is suffering from domestic violence: last minute cancellations, partner waiting inside/outside, minimising what's happened, partner controlling type of conversation, constant dialogue about their partner, clock watching/anxiety, continuous texts and calls, poor eye contact making excuses to leave, leaving and returning to the same relationship.
- Know how to respond when a person discloses domestic violence: Listen-make time for them, validate, let them tell, explain and describe, challenge but do not judge “I’m worried about you because”, stick by them (be patient), provide /explain options, compliment and praise them. **DO NOT:** Blame them or make them feel guilty, justify or minimise, confront the abuser, become the fairy God parent, tell them to leave or criticise them for staying, criticise the abuser (focus on the victim’s feelings), do nothing!

Cold Harbour School is a member of Operation Encompass, thus is informed directly by Thames Valley Police if an incident of domestic violence has occurred at any home in which a child at Cold Harbour resides.

We are aware of and promote the MK-ACT Service (Domestic Violence Intervention Service). Where advice or guidance is sought regarding Domestic Violence, contact will be made via the Helpline and Crisis Intervention:

Helpline & Crisis Intervention - **03443754307**

[info@mk-act.org](mailto:info@mk-act.org) [www.mkact.com](http://www.mkact.com)

Mon-Fri 9-5pm **Professionals only** - 01908 295731

Further advice on identifying children who are affected by domestic abuse and how they can be helped is available at: <https://learning.nspcc.org.uk/child-abuse-and-neglect/domestic-abuse>

### Gang culture youth violence – including the use of ‘County Lines’

Cold Harbour School recognises the risk posed to children in relation to involvement in gang related activity, which may be street gang, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation, territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

We understand that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an Early Help response when concerns are raised about indicators of gang activity. For this reason, all staff and volunteers at Cold Harbour School know how to monitor more closely pupils who are more likely to be vulnerable to gang culture, and are trained to identify possible signs of a child becoming affiliated with a gang. Further information regarding vulnerability indicators and signs of gang culture is provided in Appendix 1.

If, however information suggests a child may be at risk of significant harm due to gang related activity or where there are concerns that a child may be, or is at risk of becoming involved in gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children’s Social Care.

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. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Cold Harbour School works in collaboration with the MK Together Safeguarding Partnership and shares the ethos to: Prepare, Prevent, Protect, Pursue, as outlined in the Tackling Child Exploitation Strategy 2020-2022 ([https://www.mktogether.co.uk/wp-content/uploads/2021/01/fv\\_MKT-Exploitation-Strategy-2020.pdf](https://www.mktogether.co.uk/wp-content/uploads/2021/01/fv_MKT-Exploitation-Strategy-2020.pdf)) to react and respond to indicators of child exploitation swiftly by referring to the Multi Agency Safeguarding Hub. We are aware of and understand the use of Exploitation Strategy Levels of concern which will

inform the response to the referral, and whether a referral to National Referral Mechanism needs to be made.

#### Bullying, including cyber-bullying, prejudice-based and discriminatory bullying

It is essential to us that children are safeguarded from bullying of any form. For this reason, our Behaviour Policy, alongside our Anti-Bullying Policy outline the measures we take to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying. (Please refer to these policies for further detail).

All reports of bullying are recorded on our CPOMS system and the DSL analyses and records any incidents reported on a half-termly basis, reporting to the governors termly.

### 4. DEFINITIONS

Safeguarding is protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**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 2018*).

### 5. LEGISLATION AND GUIDANCE

Cold Harbour School adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education, revised September 2020.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> 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 staff should know and do
- The role of the school
- The role of school staff
- What school staff need to know
- What school staff should look out for
- What school 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 radicalization

All organizations that 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 2018)***:

*Working together to safeguard children - Publications - GOV.UK*

## 6. INSPECTION FRAMEWORK

Cold Harbour School notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these.

This includes the new inspection framework which comes into effect from 01 September 2019: ***Common Inspection Framework: education, skills and early years*** and any accompanying inspection evaluation schedules and handbooks.

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

## 7. LOCAL CHILD PROTECTION PROCEDURES

Cold Harbour School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) (now known as MK Together) and which are based on statutory guidance Working Together 2018 and Keeping Children Safe in Education 2019 (and any updates) and Milton Keynes Safeguarding Children Board procedures.

MKSCB 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 and governors** must be aware of this guidance and its implications.

Schools are not investigating agencies and it essential that child protection issues are addressed through 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.

Cold Harbour School 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, and Team Around the Child Meetings (TAC).

## 8. MONITORING ATTENDANCE AND CHILDREN MISSING FROM EDUCATION

Cold Harbour School knows that when a child goes missing from school it is a potential indicator of abuse or neglect, or FGM or Forced Marriage. More recently the issue of Radicalisation is also a possibility. Under 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. If a child is not seen after three working days, where appropriate a home visit will be undertaken.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](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, however, to contact relevant agencies to seek advice (Children's Social Care or MASH) if any child is absent from school for more than five 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.

## 9. ROLES AND RESPONSIBILITIES – HOW WE WORK TO PROTECT CHILDREN IN OUR SCHOOL

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

### **The role of the designated Safeguarding Lead (DSL) operational**

The DSL operational will:-

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussion and inter-agency meetings and/or support other contributions to the assessment of children



- Refer suspected cases, as appropriate to the relevant body and support staff who make such referrals directly
- Conduct risk and needs assessment as appropriate
- To liaise with the safeguarding team, including the Executive Head and Head of School, in relation to serious safeguarding issues relating to children and matters relating to staff
- To cascade information and/or deliver training for whole school as required
- Monitor and act upon notifications from Children Causing Concern team minutes, wellbeing forms or information uploaded to CPOMs
- to ensure that the child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with MKSCB multi-agency safeguarding procedures.
- ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education*; to advise other staff; and to offer support to those requiring this.

### **The governance of safeguarding**

The Governing body will ensure that they comply with their duties under legislation. They must have regard to Keeping Children Safe in Education and ensure that policies, procedures and training in the school is effective and complies with the law at all times.

The school governing body will:-

- Approve this policy at each review and hold senior leaders to account for its implementation. The GB performs a vital role in monitoring compliance and challenging the school to ensure best practice is followed
- Appoint a named Governor to monitor the implementation of this policy in conjunction with the full GB
- The GB will be provided with a yearly report on the measures they are taking to ensure compliance
- The GB must be aware of all relevant advice regarding to Safeguarding

### **The role of the Executive Headteacher**

The Executive Headteacher is responsible for the implementation of this policy including:

- Ensuring staff (including temporary staff) and volunteers are informed of this policy as part of their induction



- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSLs have appropriate time, funding, training and resource, and that there is always adequate cover if the DSL is absent The school leadership team will ensure that Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly and at least every three years
- Act as the “case manager” in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Where alternative provision is in place, obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision ie. Those checks that the school would otherwise perform in respect of its own staff
- provide 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. This report is provided to the Head of Safeguarding Milton Keynes Council by the end of Term 1 (January), to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB (MK Together).

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.

In line with this policy and procedure, 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, Senior Learning Mentor, and other staff members is to collectively support families to identify and address unmet needs with the support of Children's Services.

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 (Michelle Laskey) or their deputy and advice sought on what action should be taken.**

### **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 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 judgment or criticise the alleged perpetrator
- Explain what will happen next and who has to be told
- Should not ask child to make a written record of the disclosure
- Make a formal record and pass this on to the designated member of staff
- Designated member of staff to consult School Head and Designated Lead before making a referral unless the harm is imminent.

### **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 a discussion with the member of staff who has raised concerns and consultation with the Head of School and having referred to the MKSCB Levels of Need documentation.

[http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/Final\\_MKSCB\\_Levels\\_of\\_Need\\_October\\_2015.pdf](http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/Final_MKSCB_Levels_of_Need_October_2015.pdf)

The Common Assessment Framework (known as CAF) is a nationally standardised approach to conducting an assessment of the needs of a child and deciding how these should be met. It is a simple assessment form used by professionals in all agencies to clarify concerns they may have about a child and it will help them to communicate and work more effectively together. This should be undertaken where:

- You believe the child will not progress towards the five Every Child Matters (2003) outcomes without additional services

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf)

- The child or parent has raised concerns with us directly
- The child's needs are unclear and broader than our school alone can address
- Where a common assessment would help us identify needs and get other services to help meet needs.

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 MASH
- All referrals will be acknowledged by MASH within 24 hours and the referrer informed of what action will be taken.

### **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

Where possible, a member of staff who knows the child best, such as the Operational Safeguarding Lead, class teacher or Learning Mentor will attend

- Failing that, the designated staff member or their deputy will attend
- 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.
- No information will be shared on a memory stick.

### **Confidentiality and Information Sharing**

- All information obtained by 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.
- 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.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child, or the child is a flight risk. Before taking this step, we will consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child? **Safeguarding ALWAYS overrides confidentiality: the welfare of child is paramount.**
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff do 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 member of staff or seek advice from Children's Social Care.

Inter-agency guidance on information-sharing is contained in the MKSCB procedures [http://www.proceduresonline.com/mkscb/chapters/p\\_info\\_sharing.html](http://www.proceduresonline.com/mkscb/chapters/p_info_sharing.html)

## **10.ADAPTATIONS TO SAFEGUARDING APPROACH**

Now, more than ever, Cold Harbour School recognises the importance of adapting our approach when 'normal' school procedures cannot be maintained e.g. in response to school closure as a result of COVID-19, children learning from home and/or children with health care needs who cannot attend school. When making such adaptations, we will always adhere to the Department for Education's guidance:

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> , as well as advice from our safeguarding partners MK Together and Milton Keynes Local Authority.

The DSL will ensure that all staff and volunteers understand that though we may be operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first

- Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online
- Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online

### **School Closure**

In the event of full school closure during the COVID-19 pandemic where school remains open to vulnerable pupils or children of critical workers only, there will be some adaptations to our approach to maintain rigorous safeguarding procedures.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

### **Safeguarding pupils attending school**

For these pupils, the principles and protocols outlined in this policy remain in place.

We will have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this document. We will ensure that DSLs (and deputies) know who the most vulnerable children in our school are and disseminate information to staff supporting the learning in school where appropriate.

The onsite DSL or deputy will be responsible for liaising with the off-site DSL (or deputy) to make sure they can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

### Monitoring attendance of pupils at school

New register lists will be produced and regular updated to monitor the attendance of pupils attending school within school bubbles.

Where any child we expect to attend school during the closure doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by telephoning them after 9.30 (or one hour after the time that they are expected in school whichever is earlier)
- Notify their social worker, where they have one

### Safeguarding pupils at home during school closure

#### Monitoring attendance of pupils at home

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance. However, we still expect every pupil to register each day following a new process:

- Daily morning registrations will be scheduled and implemented using Zoom. These will generally be led by Class Teachers, however TAs/HLTAs will be used to cover these during times of absence. Staff, parents and pupils will follow our code of conduct for these sessions, where we expect a parent/carer to be present in the same room as the child attending to Zoom.
- Children who are unable to access zoom to register, must check-in with the Class Teacher via Class Dojo.
- Staff record attendance to these registrations on an online google doc register shared with all staff.
- If a pupil does not appear on the Zoom registration and a Dojo message or call to school has not been received, a message from the class teacher to parent is first made to ensure the child is registered. Should a teacher, not receive any correspondence from pupil or parent/carer, the will be attended to the 'Non-Responder List' shared as a google drive (a new list is shared on a weekly basis). This list is checked and updated by all staff e.g. office, teachers, TAS and learning mentors, where there is a concern that a child has not made contact or attended to any learning via our platforms e.g. Purple Mash, My Maths, a phone-call home will be made, usually by a learning mentor (however it could also be made by other members of staff linked to the pupil). If contact is not made, the attendance will be monitored the child flagged to SLT.
- Where we are concerned about specific pupils and lack of contact with school, a door-step visit will be made to check on the health and wellbeing of the child.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. These are stored with the daily registers.

### Contact plans

We will endeavour to ensure that all pupils classified as vulnerable take up places to attend school as it is considered that in school is the safest place for vulnerable children. However, if these pupils are required to stay at home for other reasons e.g. shielding a family member, self-isolation, we will be rigorous in our approach to ensuring the safeguarding of these children is maintained while they are at home.

In the first instance, we will expect children to follow our adapted attendance procedure as outlined in 'Monitoring attendance of pupils at home' (as above). These families will be provided with chrome books and internet data to ensure they can attend zoom sessions. Where pupils fail to attend zoom registrations and show lack of response to online learning/engagement with staff contact a contact plan will be put in place.

Contact plans are for children with a social worker, CFP worker and/or children who we have safeguarding concerns about that are not attending school. They will involve liaising with the CFP or social worker, or relevant external agency, as well as the parent/carers to coordinate a plan between all agencies as to how contact will be made on a daily basis to keep regular monitoring of the children at home.

These plans set out:

- How often the school and other agency will make contact
- Which staff member(s) will make contact
- How they will make contact

They will be confirmed via email correspondence between relevant agencies and recorded on CPOMS.

All other safeguarding concerns will need to be reported in the usual way.

### Remote learning during absence or closure

During full school closure, part school closure e.g. year groups or bubble closures or individual prolonged absences e.g. for self-isolation, medical needs or shielding, remote learning will be implemented to allow for teaching and learning to continue. Where remote learning is in the place, the following guidance will be adhered to:

#### Keeping children safe online at home

- Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy.
- Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home.
- Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following reporting procedures as already outlined in this policy. Staff and volunteers will look out for signs like:



- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls
- We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.
- We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

### Working with parents and carers to keep children safe online

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

### Mental Health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. We will also signpost all pupils, parents and staff to other resources to support good mental health during challenging times.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

### Return to school after absences

All staff members, including volunteers, are expected to be extra vigilant as children return to school from absence or isolation. New safeguarding concerns about individual children may be identified as they are seen in person. All concerns must be acted upon immediately.

DSL (and deputy) will work closely with agencies and services to actively look for signs of harm.

### Adapting our approach to recruiting new staff and volunteers during closure

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in



physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

## 11. TRAINING

The Designated Leads for Safeguarding will undertake specialist child protection training, which will be updated at a minimum of every two years.

The Executive Head Teacher/Assistant Heads and all staff members will undertake child protection training which is updated at a minimum of 3 yearly, in line with advice from MKSCB (MK Together).

## 12. SAFER RECRUITMENT

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and MKSCB procedures, including:

- Ensuring the Executive Head Teacher/Head of School, other staff responsible for recruitment and one member of the governing body completes 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
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that volunteers are appropriately supervised. Keeping Children Safe in Education (DfE, 2018) introduced for the first time the need to formally risk assess volunteers who work in schools. "Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity."

***Cold Harbour School is compliant with guidance contained in part 3 of Keeping Children Safe in Education and in local procedures for managing safer recruitment processes, which are set out in chapter 2.7 Milton Keynes Safeguarding Children Board procedures***

### **Safe Working Practice**

Cold Harbour School has developed a clear Code of Practice that staff understand and have agreed to. (*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2009* can be downloaded from the DFE archive site; whilst old, it does give some useful guidance). Safer Working Practices 2009

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

### 13. INFORMATION SHARING AND CONFIDENTIALITY

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.

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

***Cold Harbour School is guided by local procedures for information sharing and confidentiality, which are set out in chapter 2.4 Milton Keynes Safeguarding Children Board procedures.***

### 14. RECORD KEEPING

Child Protection records are kept centrally and securely by the Designated Leads for Safeguarding. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child protection records must not be made in the child's academic file.

### 15. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS (LADO PROCEDURES)

Cold Harbour School is aware 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.

***Cold Harbour School is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 2.8 Milton Keynes Safeguarding Children Board procedures***

### 16. THE USE OF SCHOOL PREMISES BY OTHER ORGANIZATIONS

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.

### 17. PHOTOGRAPHY AND VIDEOS

### ***Use of cameras and photographic images of children and young people***

In the school 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. The school asks all parents as part of the induction interview if their child's image may be used. This information is kept centrally and no child's image is used when this is refused. The school 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 includes guidance on the use of cameras on mobile telephones, in that staff will not give out their home or mobile number and will not enter into personal messaging with students on social media. [www.safeguardingschools.co.uk/safer2015](http://www.safeguardingschools.co.uk/safer2015)

## **18. TOILETING AND INTIMATE CARE**

It is generally expected that most children will be toilet trained and out of nappies before they begin at school or nursery. However, we recognise that children will join our school, having reached differing levels of independence and development in toileting and self-care. Therefore, it is inevitable that from time to time some children will have accidents and need to be attended to. In addition to this, we may need to cater towards the needs of children and young people with disabilities and medical conditions and/or pupils who have become unwell e.g. with sickness or diarrhoea. For this reason, it is important to outline our approach to toileting and intimate care within this policy.

### **Toileting**

In order to help children to become aware of their bodily needs and respond to them in time, those who wish to go to the toilet are always allowed to go. Although they are encouraged as they progress through the school to use the toilet during break times.

All school areas have toilets designated to their year group. Children must inform a member of staff when they are going to the toilet to ensure we know where pupils are at all times. Children are always encouraged to wash their hands after going to the toilet.

Members of staff do not use the same toilets as children. Staff toilets are in staffing areas. Members of staff will not enter pupil toilet areas while in use, unless called to respond to an emergency or accident (see intimate care). Cleaning staff will not enter toilets to perform

cleaning duties until the toilet area is clear of children. If a member of staff needs to enter the toilets to provide support, an additional member of staff will be called upon to witness.

### **What is 'Intimate care'**

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are too young to or are unable to do.

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demands direct or indirect contact with, or contact with intimate personal areas. Examples include: support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body, cleaning a pupil who has soiled him/herself or vomited. It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather. Very young or disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

### **Providing intimate care to pupils who have accidents**

We keep a stock of baby wipes, plastic bags and change of clothes to be used in times of accidents at school. If a child soils him/herself during school time, we encourage the child to be as independent as possible in caring for themselves. We will provide the child with wipes, a plastic bag and change of clothes. We ask the child to return to the toilet cubicle and place their soiled clothes in the plastic bag, wipe themselves clean and put on the new clothes.

Parents/Carers will be informed and clothes sent home at the end of the school day.

Should a child be unable to manage this task e.g. a younger child in the EYFS. Contact will first be made with the parent/carers to obtain permission to support the child to change and/or they will be asked whether they would prefer to come to school to change the child themselves. If permission is granted to support the children, one member of the staff will help the child, while another bears witness. They will help the child to:

- Remove their soiled clothes

- Clean skin (this usually includes bottom, genitalia, legs, feet)
- Dress in the child's own clothes or those provided by the school
- Wrap soiled clothes in plastic bags and give to parents to take home.

At all times the member of staff pays attention to the level of distress and comfort of the child. If the child is ill the member of staff will ask for the child to be collected by parent/carer.

In the event a child is reluctant and finally refuses, the parent/carer will be contacted immediately to collect or attend school to support the child.

Our intention is that the child will never be left in soiled clothing, but as soon as a member of staff is aware of the situation, she/he will clean the child. The member of staff responsible will check the child regularly and ensure that he/she is clean before leaving to go home.

#### Guidance for intimate care needs over and above accidents.

Where pupils require more regular use of intimate care procedures to meet their needs, routines will be carefully planned on an Individual Health Care Plan (IHCP). This plan will detail the support required, frequency and detail when/where/how these will be carried out. IHCP are produced in collaboration with the child, parents/carers and shared with all relevant members of staff.

Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.

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.

## **18. SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

All staff have been trained to recognise and respond to incidents involving sexual violence and sexual harassment as outlined in Part 5 of KCSIE. We understand that:

- Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a

continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of **'it could happen here'**.

- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. All staff have been trained to publically challenge any form of inappropriate behaviour or use of language so that all children are educated on behaviours or use of language/discussion that is not acceptable. Staff are encouraged to listen to language used during social periods e.g. playground talk, to identify and challenge inappropriate discussion where necessary.
- There is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the school. As set out in KCSIE Part one, we should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school, including intimate personal relationships (refer to guidance for child sexual exploitation).
- Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

At Cold Harbour, we know that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Our initial response to a report from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. When responding to a report, we adhere to the following guidance from KCSIE Part 5:

- All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.
- If possible, it is preferable when managing reports of this nature that two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible
- Where the report includes an online element, being aware of [searching screening and confiscation](#) advice (for schools) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.** (The highlighted provide a link to further information)
- We must not promise confidentiality at an initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- We will listen carefully to the child and reflect back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- It is best practice to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made.**
- Staff will record a report for sexual violence and/or sexual harassment on CPOMS (under the cause for concern tab). They will only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation. Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- Whether there may have been other victims,



- The alleged perpetrator(s); and
- All the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, we will actively consider the risks posed to all our pupils and put adequate measures in place to protect them and keep them safe.
- The designated safeguarding lead (or a deputy) will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

For further information or guidance, please see:

[https://www.keepingchildrensafeineducation.co.uk/part\\_five\\_ch\\_sex\\_viol.html](https://www.keepingchildrensafeineducation.co.uk/part_five_ch_sex_viol.html)

## 19.POLICY 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.

## 20.CONTACT AND FURTHER INFORMATION

### **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](mailto:children@milton-keynes.gov.uk)

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

Contact the MASH as above or

Local Authority Designated Office (LADO) **Jo Clifford**

Tel: 01908 254306

Email: [lado@milton-keynes.gov.uk](mailto:lado@milton-keynes.gov.uk)

**If in doubt – consult the schools Safeguarding Lead.**



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

**Tel: 01908 254307 or email: [jo.hooper@milton-keynes.gov.uk](mailto: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 Children Board website: [www.mkscb.org/mkscb/](http://www.mkscb.org/mkscb/)

Cold Harbour School 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 2015 Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children
- 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 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 July 2015 [www.safeguardinginschools.co.uk/safer2015](http://www.safeguardinginschools.co.uk/safer2015)
- Advice on what to do if a school is worried that a child is being abused. This includes important information about the legal issues involved in sharing information. It can be found via: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

**Signed:**.....

**Dated:**

**Claire Britnell**

**Signed:**.....

**Dated**

**Chair of Governors**

**Reviewed: September 2021**

## **Further Supporting Information: Appendix 1**

### **Vulnerable Groups:**

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

### **Child Sexual Exploitation**

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse, which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

### **Who is at risk?**

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

### **Preventing Radicalisation**

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalization. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here:  
<https://www.gov.uk/government/publications/prevent-duty-guidance>  
Details of training and more detailed guidance will be shared as it becomes available.

### **Female genital mutilation (FGM)**

This policy on our website, provides information for our school about (FGM) and what action they should take to safeguard girls and women who they believe maybe at risk of being, or have already been, harmed. Female genital mutilation is extremely traumatic, and can have long-lasting psychological implications.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The definitions below are from keeping children safe in education. This publication provides additional information and links to other sources about specific types of abuse. Staff members should refer to these sources and to the designated safeguarding lead for further information.

1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
  
2. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
  
3. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including 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.
  
4. 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). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.
  
5. 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.

[Identifying and spotting the signs of gang culture \(guidance taken from https://safeguardinghub.co.uk/gang-involvement-spotting-those-the-signs/\)](https://safeguardinghub.co.uk/gang-involvement-spotting-those-the-signs/)

## WHAT TYPE OF CHILDREN ARE MORE LIKELY TO BE RECRUITED GANGS?

Vulnerability Indicators:

### Home Environment

- a child who comes from an unstable family environment or where there is conflict between parents/siblings
- has suffered neglect, maltreatment, physical or sexual abuse
- absence of any parental attachment to the child and a lack of emotional care
- whose parent(s) do not provide positive role model behaviours; are unable to communicate effectively with the child; provide poor discipline; do not give guidance or set proper boundaries
- whose parents replace positive discipline with uncaring harsh or violent punishment
- has a parent(s) who has alcohol, substance, drug or mental health issues
- has witnessed domestic violence or violent conflict
- comes from a broken home, is separated from a parent or has a parent in prison
- lives with a gang member or who has family members involved in gang activity and criminality
- is exposed to violent media

### Personal

- who has suffered traumatic life experiences
- has a low academic achievement, significant levels of truancy and unauthorised absences; has a poor attendance record or is regularly excluded from school (school exclusion is a high vulnerability factor)
- is within the care system; and/or is historically involved with social services
- has a history of missing (research shows that the peak ages of running away and becoming involved with gangs are the same – 15 years)
- feels socially isolated; is bullied or bully's others
- has learning disabilities or difficulties
- has mental health issues, depression or behavioural problems
- is vulnerable to peer pressure and intimidation
- has poor self-esteem
- has a lack of ethnic identity or feels socially isolated with no support
- is unable to regulate own emotions and behaviour, displays anger and resentment towards society or demonstrates physical violence and aggression
- has alcohol or drug issues

### Community

- lives in an area with high gang activity
- has become involved in antisocial and criminal behaviour early, which has led to persistent offending and juvenile convictions
- associates with friends, peers who are involved in antisocial and aggressive behaviour
- lives in an area where drugs are readily available; or is exposed to drug use
- lives in areas with high levels of poverty, unemployment, social housing and crime
- comes from communities who have experienced war situations prior to arrival in the UK or groups more likely to tolerate crime
- has no positive role models in the community
- comes from an area which lacks diversionary activities (e.g. youth services)
- lacks aspirations, has little or no job prospects, is likely to become unemployed
- attends a school where gang recruitment is known to occur
- has no or little of access to productive social activities and opportunities
- has disengaged from support services

#### WHAT ARE SOME OF THE SIGNS THAT A YOUNG PERSON IS ALREADY A GANG MEMBER?

Many gangs have characteristics that uniquely identify the gang and its members, but this is not always the case. Care must be taken when looking at the signs of gang membership, for certain traits associated with gangs are also now part of a broader youth culture. For example, many young people wear clothing that is often associated with a gang-style look, whilst many also use street slang which is now widely used and accepted into everyday language. Young people that dress or speak a certain way doesn't necessarily indicate gang involvement. Professionals should strive to assemble an evidenced based assessment, built on a wide range of indicators.

- becomes secretive, becomes distant or has withdrawn from family
- deteriorating behaviour; increased rule breaking, aggression, and threatening behaviour
- has broken off relationships with old friends and has begun to associate with a new group of young people (may even display aggression towards previous friends)
- drops out of positive activities
- has a sudden loss of interest in school, begins to truant and has noticeable decline in academic achievement
- stays out unusually late, begins to go missing or has unauthorised absences
- has begun to talk about a particular individual or persons who they seem to hold in esteem and appears to be influencing them
- noticeable changes in appearance. Begins to dress in a particular style or appears to be wearing 'colours' or a logo (specific uniform) similar to the group they associate with. Many gangs wear particular items of clothing that identify them collectively and set them apart from rival gangs. This wearing of clothes can be subtle and not noticeable e.g. the angle or how an item of clothing is worn, particular brands, a colour, symbols or jewellery
- has multiple mobiles or regularly changes mobile devices
- has started using new or unknown slang words or uses unusual hand signals to communicate with friends – some gangs have their own terminology and way of greeting each other, either verbally or by hand signs
- has specific drawings or tags on everyday objects such as clothes, bedroom doors, furniture, walls, school books – graffiti is often used to mark a gang's territory, their dominance of the

area, having the added advantage of intimidating and causing fear in the people that live in the area

- has unexplained money, expensive clothing, jewellery and possessions –certain jewellery, symbols and clothes can also be an indicator of membership or affiliation with a specific gang
- has an unusual interest in gangster-influenced music, videos, movies, or websites that glorify weapons and gang culture
- have images/videos of themselves ‘glorifying’ their gang membership – many gang members keep photographs featuring themselves and fellow gang members, often posing with cash, champagne and weapons. Where possible professionals should check a young person’s social media accounts or phones for images.
- has obtained new tattoos, or purpose made scars or burn marks – specific tattoos, scar or burn patterns/designs can indicate gang affiliation
- has a new nickname –gang members often (but not always) have a street name which is normally derived from a personal trait, their physical appearance or an action the may have carried out
- is showing signs of drug use
- is committing criminal offences – shoplifting, robbery, drugs (street robbery as a first-time entry into the criminal justice system can be a significant factor)
- is getting into fights; has unexplained physical injuries and/or refuses to seek medical treatment
- has started carrying a weapon
- is concerned about the presence of unknown youths in the area, scared of or refuses to enter certain areas