





"Let your light shine" Matthew 5:16

Everyone is encouraged to shine by encompassing our values of respect, trust, honesty, thankfulness and resilience. Enabling us to grow, learn and achieve together.

Child Protection & Safeguarding Policy 2023

	Date	Signature
Discussed at Staff Meeting	01.09.23	
FGB:	04.10.23	

Responsibility of Full Governing Body

Next Review Date: September 2024

Vision 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 resilience. Enabling us to grow, learn and achieve together

1. KEY CONTACTS

– COLDHARBOUR SCHOOL

Head Teacher and Deputy Safeguarding lead	<p>Sarah Kotulecki Cold Harbour School</p> <p>Training attended for DSL: 23.1.23</p> <p>Contact Details: 01908 270377</p>
Senior Designated Safeguarding lead	<p>Michelle Laskey Cold Harbour School</p> <p>Assistant Head Teacher Contact Details: 01908 270377</p> <p>DSL Training: 4.12.23</p> <p>DSL Update: 21.2.23</p> <p>Train the trainer: 30.8.23</p> <p>SCE: 09.07.2020</p> <p>FGM: February 2021</p> <p>Prevent: 23.08.2023</p> <p>Domestic Violence Champion: 15.12.20</p> <p>Working together to Safeguard children: 13.5.22</p> <p>KCSIE Update 2023, National College: 23.8.23</p>
Members of Safeguarding team	<p>Ronnie Rowsell Cold Harbour School</p> <p>Learning Mentor Contact Details: 01908 270377</p> <p>Training attended for DSL: 17.2.22</p> <p>Quita Kennedy</p> <p>Night Owls DSL</p>

	<p>DSL Training attended: 17.05.2022</p>
<p>Designated Online Safety Lead</p> <p>Computing lead</p>	<p>Michelle Laskey Cold Harbour School Contact Details: 01908 270377</p> <p>Grant Malloch</p>
Designated CSE lead	<p>Michelle Laskey Cold Harbour School Contact Details: 01908 270377</p>
Designated LAC (Looked After Children) lead	<p>Michelle Laskey Cold Harbour School Contact Details: 01908 270377</p>
Chair of governing body	<p>Joanna Grant Cold Harbour School Contact Details: 01908 270377</p>
Designated governor for safeguarding	<p>Felicity Cockbaine Cold Harbour School Contact Details: 01908 270377</p>
Designated governor for safer recruitment:	<p>Joanna Grant Cold Harbour School Contact Details: 01908 270377</p>
Designated prevent lead:	<p>Michelle Laskey Cold Harbour School Contact Details: 01908 270377</p>

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 centre 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 (KCSIE) 2023 and any updates.

Essential document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

The elements of this policy are prevention, 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.
- 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 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 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
- 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 of staff and volunteers 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 2023 (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

- Child on child 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 2021.

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 (our Learning Mentor: Ronnie Rowsell) 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

KCSIE 2023 explains that Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. 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 child at Cold Harbour resides. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

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 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) 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.

Child on child abuse

It is essential to us that children are safeguarded from child on child abuse of any form. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying); •
- abuse in intimate relationships between peers;
- physical abuse, which may also involve an online element that facilitates, threatens and/or encourages physical abuse;
- sexual violence or assault, which may also involve an online element that facilitates, threatens and/or encourages sexual abuse;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment (stand-alone or otherwise);
- causing someone to engage in sexual activity without consent;
- upskirting (taking a picture under a person's clothing without them knowing); •
- initiation/hazing-type violence and rituals.

All staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff understand that even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or deputy) and be vigilant in their approach to identification of child on child abuse. Being vigilant includes, monitoring vulnerable pupils who may be targeted by others (appendix 1, vulnerable groups) and providing opportunities to talk freely with a trusted adult. Our learning mentor, conducts regular check-ins with our most vulnerable pupils on a weekly basis to facilitate opportunities for communication.

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.

Procedures for preventing, managing and referring child on child sexual harassment, violence of assault are explained on page 33, section 18 of this Policy.

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.

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

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
- Safer recruitment practices
- 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
- How to respond to child on child reports of sexual violence and sexual harassment

Additionally, staff at Cold Harbour are aware of our obligations under the Human Rights Act 1998, the Equality Act 2010 (including Public Sector Equality Duty) and local multi-agency safeguarding arrangements.

Human Rights Act

It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. The specific rights applying to schools and colleges are:

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination Protocol 1

Equality Act

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). We carefully consider how to support pupils with regard to certain protected characteristics and know our rights as a school to take positive action to address disadvantages affecting pupils with a protected characteristic. (In the past, this may have been seen as discrimination against those who don't have this protected characteristic.) For example, we could consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Public Sector Equality Duty Under the Public Sector Equality Duty (PSED)

We understand that we have a legal duty to eliminate unlawful discrimination, harassment and victimisation. This means that when significant decisions are made or policies developed, lawful equality is specifically considered. It also underlines the importance of record-keeping for all incidents of abuse and harassment. This enables us to focus on key areas of concern and how we can improve pupil outcomes in specific areas.

All organisations 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 July 2018)***: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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/collections/education-inspection-framework>

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 2022 (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 is 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

Monitoring Attendance

At Cold Harbour, we are vigilant in our approach to monitoring the attendance of all pupils as we understand that this is an essential part of our approach to safeguarding. Registration is completed promptly at 8:45am. Any pupils marked absent are recorded and office staff check that their absence has been reported on by parents/guardians. Any absence that has not been reported will be followed up with a phone-call to the parent/s in the first instance. Should this not be successful, additional contacts on the child's profile are contacted. If we are still concerned about the child's whereabouts a home visit will be conducted. 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 five days without confirmation from parents.

Where a child is absent from school due to illness, parents/guardians are requested to still call in on a daily basis to report the child is absent and update us on their condition (unless the child is absent due to sickness/diarrhea which instigates a 48 hour absence). On Day 3 of a child's reported absence, a home visit is conducted so that the child can be seen by a member of staff and this visit is recorded on our CPOMS system.

Office staff have access to our CPOMS system and record important notes or communications regarding attendance on here regularly. They routinely check for patterns of absences and report this to the Learning Mentor, Head Teacher and DSL. If we have concerns about attendance, our learning mentor will arrange a meeting with the parents/guardians in the first instance to provide support to bring about better attendance. Should we still have concerns, a meeting will be established with parents/guardians and the Senior Leadership Team.

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.

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

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.

Children absent from education

We know that 'children missing education' is different from 'children absent from education'. Supporting children who are absent from education helps prevent the risk of them becoming a child missing education in the future. Following our monitoring attendance protocol, we are meticulous with identifying patterns of absence and identifying pupils who are displaying indicators of school avoidance and persistent absence. We involve the child, parent/carers and other key people e.g. class teacher, to work in partnership to understand potential causes of persistent absence, consider possible solutions and implement strategies to support the child and family with increasing attendance. We follow the research-based Emotionally School Based Avoidance (ESBA) guidance from our local authority to implement a graduated response to respond to EBSA:

<https://www.mksendlocaloffer.co.uk/emotionally-based-school-avoidance-ebsa>

Please see our Attendance Policy for further information about how we implement this EBSA guidance at Cold Harbour.

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 and their roles described below:

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 16

- 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 (referring to the KCSIE Flow Chart, appendix 2)
- Conduct risk and needs assessment as appropriate
- To liaise with the safeguarding team, including the Head Teacher and Learning Mentor, 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, communications from staff and/or information uploaded to CPOMs
- 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.
- Contributing to the development and monitoring of Child Protection Plans as a member of the Core Group.
- Where there are concerns about a child's development or welfare, the DSL (in conjunction with other staff members and parents) should consider using the Milton Keynes Early Help Assessment to address these concerns with the child and its family OR refer through the MASH for additional support through Children & Families Practices.
- The DSL takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (see section 10 'online safety' on page 27).

The governance of safeguarding

The Governing Body (GB) 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 and adheres to legislation (as described previously)

- 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
- It is part of the GB responsibility to ensure that appropriate filters and monitors are in place to protect pupils from risks associated with using the school's IT system (KCSIE 2022).

The GB ensures the DSL takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role. They also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training. Additionally, they review the DfE's [filtering and monitoring standards](#) and discuss with our IT staff and service provider what needs to be done to support your school in meeting the standards (see section 10 'online safety' on page 27).

The role of the Headteacher

The 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 resources, and that there is always adequate cover if the DSL is absent The school leadership team will ensure that Designated Leaders 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 i.e. Those checks that the school would otherwise perform in respect of its own staff.

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- 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, to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB (MK Together).
- 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.

The role of the SENCO, Learning Mentor, and other staff members is to collectively support families to identify and address unmet needs with the support of Children's

The role of all staff in identifying and managing a referral regarding safeguarding:

- All staff understand and refer to the MK Levels of Need document and understand that any child may need early help but are particularly vigilant to pupils with a potential need for early help (appendix 1: vulnerable groups) as we understand that some children are at greater risk of harm than others, both online and offline.
- All staff are trained and provided with definitions and specific indicators (appendix 1) that may suggest a child is at risk of any form of abuse and staff understand the importance of identifying these indicators at the earliest opportunity. These indicators are displayed on a board in the staff room and regularly revised during safeguarding updates throughout the academic year.
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child (KCSIE 2022). As a result, all staff understand the importance of building trusted relationships with children which facilitate communication.
- All staff are trained to record all incidents, concerns, observations or communications regarding a child on CPOMS. We know that all records build a clear picture of the life of the child and help us to identify any safeguarding concerns. We have designated a specific button on CPOMS to record level 2 concerns such as inappropriate clothing, hygiene, diet etc. This will help us to monitor smaller concerns that together may present a more significant safeguarding concern.
- Any concerns which potentially place the child at immediate risk should be discussed immediately in the first instance with the designated member of staff (Michelle Laskey) or their deputy and advice sought on what action should be taken before recording on CPOMS. This will enable rapid action from the DSL.

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 judgement 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 having referred to the MKSCB Levels of Need <https://mkscb.procedures.org.uk/ykyxsq/mk-levels-of-need/mk-levels-of-need>.

An Early Help Assessment (EHA) will be established when children aren't achieving all of their outcomes within Level 1 and 2 and additional support will be provided by the school, sometimes making links to external agencies.

If the level of need is assessed beyond 1 and 2, it is considered that the child/family may require a multi-disciplinary approach and so a referral to MASH is made. Here, 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/272064/58_60.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.

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- 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 class teacher or Learning Mentor will also attend or information will be provided beforehand to the person attending the meeting (a school check form).
- 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

Teaching children about safeguarding

We know that we play a crucial role in providing preventative education to teach children about protecting themselves and what to do if they have a concern. We take every opportunity to teach all children and ensure our curriculum is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

We refer to the resources of support available in paragraph 132 KCSIE, 2022, to support us with this role:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

ADAPTATIONS TO SAFEGUARDING APPROACH

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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. 23

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

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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:

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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
- Understand what systems we use to filter and monitor online use.

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.

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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.

10. ONLINE SAFETY, INCLUDING FILTERING AND MONITORING

At Cold Harbour, we know that children and young people can be vulnerable to abuse online, as well as offline. For this reason, we have formed an online safety team who work together to ensure robust systems are in place to minimise the risk to our pupils. Please refer to the E-

Filtering and Monitoring

Filtering and monitoring systems are used to keep pupils safe when using your school's IT system.

- Filtering systems: block access to harmful sites and content.
- Monitoring systems: identify when a user accesses or searches for certain types of harmful content on school and college devices (it doesn't stop someone accessing it). Our school is then alerted to any concerning content so you can intervene and respond.

No filtering and monitoring system is 100% effective, so we need to use it alongside our existing safeguarding systems and procedures.

KCSIE, 2023 standards set out that schools should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs 27

As a result, we have implemented filtering systems which block content where inappropriate. We have identified that our Head Teacher, DSL, will run filtering checks regularly and when notified by SWGfL 'Test Your Internet Filter' on our provider E2BN. Additionally, monitoring systems are implemented and all staff and pupils know that members of the SLT can view what a user accesses or searches for on their profile at any time. Our Head Teacher and DSL, may also be contacted if inappropriate content is accessed using this system.

All staff understand their responsibilities in keeping children safe online and more detail around how this is implemented can be found in our E-Safety Policy.

11. TRAINING

Staff induction

At Cold Harbour, we understand that safeguarding is everybody's responsibility and we work with rigour to sustain a robust safeguarding culture to protect our school community. As a result, we follow the KCSIE 2023 recommendation that all staff should be aware of systems which support safeguarding, and these are explained to them as part of our staff induction training programme. This includes: this child protection policy (which includes safeguarding response to children who are absent from education and the role of the DSL), our Behaviour and Relationships Policy and Staff Code of Conduct. Copies of policies and a copy of Part one KCSIE 2023 are provided to all staff at induction. Additionally, all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at

induction. Please see our Induction Policy for further information.

Training throughout the school year

Safeguarding training is regularly updated and all staff receive safeguarding and child protection (including online safety) updates via emails and within staff meetings. The DSL also plans, prepares and shares a fortnightly safeguarding pop quiz which is shared via email with all staff, including governors, and on a designated board in the staffroom to continue to provide relevant skills and knowledge to safeguard children effectively. Staff responses to the questions are welcome but not assessed formally - the quiz is a point of discussion and generates valuable conversation about a variety of safeguarding questions and scenarios enabling us to create a culture where staff feel comfortable discussing safeguarding matters in and outside of work, including online. Answers to pop quizzes are always shared and clarified.

Training for governors

KCSIE 2023 also recommends that governing bodies should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction. This should be regularly updated. It should equip governors with the skills to provide strategic challenge leaders and to check that all safeguarding policies and procedures are implemented effectively. At Cold Harbour, all governors attend safeguarding training on their induction to the Governing Board. Records of training are maintained as part of our Single Central Record (SCR).

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Training for DSLs

We also ensure that our Lead DSL regularly benefits from training to receive the latest updates on legislation and guidance through: attending annual DSL updates, reconfirming DSL training every two years, keeping up to date through safeguarding consultant subscription with weekly newsletters and by accessing The National College for further training purposes. We have three further members of staff trained as DSLs to ensure a trained member of staff is always on site (this includes after-school club provision) and their training is regularly reviewed and updated in line with requirements.

Training for children and parents

We believe that children must be educated on how to assess risk and protect themselves. For this reason, we use every possible opportunity to teach children about safeguarding themselves and others. Our PSHE curriculum provides opportunities for learning how to identify hazards/risks and how to respond appropriately, including covering topics such as peer pressure and the pants programme from as early as EYFS. Additionally, opportunities are sought throughout lessons, assemblies as well as educational visits (Y3 annual trip to Hazard Alley).

We regularly communicate with parents via our weekly newsletter which often includes safeguarding bulletins and/or posts on Class Dojo to specific classes where appropriate. We invite

parents in for workshops and support them to understand risks imposed, particularly with online safety.

Additionally, our DSL and SLT continuously analyse CPOM records and discuss reported incidents in order to respond to the need of the cohort and keep parents informed of best practice in safeguarding their children. For instance, where a number of cyberbullying cases were reported, we implemented online safety lessons across the school, assemblies focused on this and invited parents in for a workshop.

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, including:

- Ensuring the Head Teacher, 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

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- Taking proportionate decisions on whether to ask for any checks beyond what is required. As a result, we will always inform shortlisted candidates online searches might be conducted as part of due diligence checks in the recruitment process
- 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."

Our Cold Harbour Safer Recruitment Policy provides further information and support.

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

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. Where possible, all safeguarding records are now stored on our online system, CPOMS, reducing the need for paper files. If incidents are recorded on paper, they are scanned and uploaded to the CPOMS system. This ensures all of the information is in one place and securely stored.

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

Cold Harbour School is aware that it is possible for staff and volunteers, in a paid or unpaid capacity (this includes members of staff, supply teachers, volunteers and contractors) to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously.

As recommended by KCSIE 2022, we consider such allegations within two sections and should refer to the guidance within this document should we identify:

1. Allegations that may meet the harm threshold.

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2. Allegations/concerns that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'.

Allegations that may meet the threshold

Guidance in KCSIE, 2022, (page 85) should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Low-level concerns

At Cold Harbour, we maintain a culture in which all concerns about adults are shared responsibly

and with the right person, recorded and dealt with appropriately. If implemented correctly, this should encourage an open and transparent culture, enable us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse, and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to: being over friendly with children, having favourites, taking photographs of children on their mobile phone, contrary to school policy, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating pupils. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

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It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

Procedure for reporting low-level concerns:

- Any low-level concerns should be reported to the Head Teacher or Assistant Head Teacher, although the Head Teacher is the ultimate decision maker
- If the HT or AHT are unsure as to whether the low-level concern meets the harm threshold, they should consult their LADO
- HT or AHT will record the low-level concerns on a secure system and this will be regularly monitored to identify patterns or repeating incidents and reported to the Chair of Governors.

Important documents to refer to when managing allegations:

Cold Harbour Primary School Low Level Concern Policy, February 2023

Keeping Children Safe in Education, 2022, Part 4: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors 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 also guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 2.8 Milton Keynes Safeguarding

16. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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 (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the school.

As a result, when sharing our school premises with another body, we will:

- Request to inspect and photocopy appropriate policies
- Request to be contacted should any incident occur on the premises, whether or not the child/children attend our school

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- If we receive an allegation relating to an incident where an individual or organisation was using your school premises for running an activity for children, we will follow our usual safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation

Please see our Cold Harbour Lettings Policy for further guidance.

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.

Staff will not give out their home or mobile number and will not enter into personal messaging with students on social media.

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

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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. Any adult providing intimate care must have been checked on the 'barred list', and must be a member of staff known to the child.

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 them 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/carers.

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In the event a child is reluctant and finally refuses, the parent/carers 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

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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).
- 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.
- We must maintain links with relevant agencies and statutory safeguarding partners to agree on assessment and services to be commissioned and delivered, as part of the local arrangements.

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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- 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

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consideration is for staff not to view or forward illegal images of a child. (The highlighted provide a link to further information)

- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

- 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 sexual harassment 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.
- intra familial harms and any necessary support for siblings following incidents 37

- 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.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police, we should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

For further information, guidance and useful resources, please see page 109, KCSIE 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

18. PREVENT

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 to assess the level of risk and ensure that staff are appropriately trained to look out for signs of radicalisation and make referrals where necessary. In order to ensure robust safeguarding approaches in response to our prevent duty, we have implemented a Prevent Risk Assessment which enables us to take a risk-based approach and demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

At Cold Harbour, we understand the definitions within the prevent duty:

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

We know that the process of radicalisation may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information

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- the risk of physical harm or death through extremist acts.

It happens gradually so children and young people who are affected may not realise what it is that they are being drawn into.

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

These factors will not always lead to radicalisation.

Indicators of radicalisation

If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may:

- spend increasing amounts of time talking to people with extreme views (this includes online and offline communication)
- change their style of dress or personal appearance
- lose interest in friends and activities that are not associated with the extremist ideology, group or cause
- have material or symbols associated with an extreme cause
- try to recruit others to join the cause

What we do if we think a child is being radicalised:

-Use CPOMS to report on all incidents or concerns (any small concern must be reported as it could feed into a bigger picture/pattern),

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-Report concerns to DSL

-The DSL will assess the concern and determine whether the person is appropriate to be referred to Prevent

-If referred, a police gateway assessment will determine if the referral needs to be discussed at a multi-agency meeting. The assessment determines the level of vulnerability and risk around the referred person.

-A multi-agency meeting, called a Channel Panel, decides whether the person will be adopted as a case and how they will be supported, this is detailed in the action plan created at the meeting.

-School may be called upon to provide information to the panel and provide the support as agreed in the action plan.

All members of staff at Cold Harbour receive Prevent training as part of their safeguarding induction training which is updated annually and as part of safeguarding updates and pop quizzes throughout the school year. Our DSL has completed both parts of the DFE Prevent duty training and is therefore trained to support staff in the identification of any pupil who may indicate signs of radicalisation and is confident in how to make a referral where appropriate.

Please see our Prevent Risk Assessment for more information.

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

For allegations about people who work with children:

Contact the MASH as above or

Local Authority Designated Office (LADO)

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Tel: 01908 254306

Email: lado@milton-keynes.gov.uk

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

Tel: 01908 254307

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

Milton Keynes Safeguarding Children Board website: <https://www.mktogether.co.uk/>

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 <https://www.mktogether.co.uk> including chapter 2.6 "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
- 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>

Reviewed: September 2023

Further Supporting Information: Appendix 1

Additional information and indicators of abuse

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.

Any child may need early help, but staff should be particularly vigilant to a potential need for early help for any pupil who:

- is disabled, has certain health conditions or specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of antisocial or criminal behaviour, including gang involvement; • is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison or is affected by parental offending;
- is in a family circumstance that presents challenges for the child, e.g. drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse, such as Female Genital Mutilation (FGM) or Forced Marriage;
- is privately fostered;
- is persistently absent from education

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. 203. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

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. 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/>)

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 they 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

Appendix 2 – KCSIE 2022 Flow Chart

