



LOUGHTON SCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY September 2022

KEY CONTACTS IN SCHOOL

Headteacher/senior officer:

Name: Rebekah Green
Contact details: Loughton School,
01908 665971

Designated Safeguarding Lead:

Name: Rebekah Green
Contact details: Loughton School,
01908 665971 / 07495 577402

Deputy Designated Safeguarding Leads:

Name: Kelly Gordge (family support worker)

Contact details: Loughton School,
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Name: Emma Churchman (family support worker)

Contact details: Loughton School,
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Members of Safeguarding Team:

Name: Ellie Frost (deputy head)
Contact details: Loughton School,
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Name: Nana Brago (pastoral lead)
Contact details: Loughton School,
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Name: Charlie McNeaney (academic lead)

Contact details: Loughton School,
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Designated Online Safety Lead:

Name: Nana Brago
Contact details: Loughton School,
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Designated Prevent Lead:

Name: Rebekah Green
Contact details: Loughton School,
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Designated CSE Lead:

Name: Rebekah Green
Contact details: Loughton School,
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Designated LAC (Looked After Children) Lead:

Name: Nana Brago
Contact details: Loughton School,
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Chair of Governing Board:

Name: Geoff Twiselton
Contact details: telephone number available from Loughton School
chair@loughton.school

Designated Governor for Safeguarding:

Name: Neil Stickland
Contact details: telephone number available from Loughton School
safeguarding@loughton.school

Designated Governor for Safer Recruitment:

Name: Neil Stickland
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Designated Safeguarding Lead on duty – Mobile: 07877 660108

1. INTRODUCTION

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

Child Protection is about identifying and acting on behalf of children who may be at significant risk of harm.

All children need to be safeguarded, only those at risk of significant harm will need child protection services.

The purpose of a child protection policy is to:

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

Loughton School has a whole school approach, which means that we encourage every person linked to the school to be a part of our culture of safeguarding. This means that everyone is essential and has a part to play in safeguarding and protecting children.

A child protection policy will form part of a suite of documents and policies that relate to the school's safeguarding responsibilities. Safeguarding is threaded throughout all of our policies, helping to create a culture where safeguarding is a key function.

It also supports staff to protect themselves. All staff are aware that breaches of the school safeguarding procedures and policies, places children and staff at risk.

Several other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore the child protection policy should be read in conjunction with the policies listed below:

- Anti-bullying Policy
- Pupil Behaviour/Discipline Policy
- Physical Intervention/Use of Restraint Policy
- Behaviour Policy
- E-safety and ICT/Online Safety Policy
- Photographic Images of Children
- Health and Safety Policy including Administration of Medicines
- Toileting/Intimate Care Policy
- Procedures for Assessing and Managing Risk e.g. school trips
- Safer Recruitment Policies and Practice
- Staff Induction Policy
- Code of Conduct for Staff
- First Aid and Paediatric First Aid Policy
- Equality Policy

- Allegations Against Staff
- Complaints Policy
- PREVENT- Appendix 1
- Female Genital Mutilation (FGM) - Appendix 2
- Child Sexual Exploitation (CSE) – Appendix 3
- Child on Child Abuse (formerly Peer on Peer Abuse) – Appendix 4
- Child Criminal Exploitation & County Lines – Appendix 5
- Serious Violence – Appendix 6
- Other safeguarding issues – Appendix 7
- COVID-19 & Safeguarding– Appendix 8

1. SAFEGUARDING STATEMENT

Safeguarding is everybody's business. Loughton School is committed to ensuring that all our children and young people are in an environment that is as safe as we can make it and that children and young people feel safe.

Loughton School regards safeguarding children and young people of paramount importance and at the centre of everything we do.

We recognise that children and young people who do not feel safe, are unable to achieve their academic potential. Safeguarding and Education operate hand in hand within this school.

We have a safeguarding culture where children, parents/carers and staff are encouraged to raise concerns and are able to talk about any safeguarding concerns and feel assured that they will be listened to.

All staff and volunteers have been trained to be aware of and implement the schools safeguarding procedures and MK Together guidance and local policies. They are clear about what to do if they suspect a child or young person may be experiencing, or be at risk of, harm and know how to report this through to the relevant person. All staff are aware of the importance of identifying low level concerns, which may create a higher level of concern when looked at together.

In any case where any staff member or volunteer is concerned that a child is, or may be, at risk of significant harm, they are required to report this through to the Designated Safeguarding Lead (DSL), who will make a referral directly to Milton Keynes City Council Multi-Agency Safeguarding Hub (MASH).

All cases will be taken seriously and children who raise an allegation will always be taken seriously, kept safe, supported during the referral process and listened to.

In the event of the DSL or a member of the Safeguarding Team being unavailable or a disagreement with the DSL's decision, all staff are confident to make a referral directly to MASH immediately. Staff are required to inform the DSL asap,

if they have made a referral.

see contact details at the end of this document.

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

This policy applies to all adults, including any volunteers or commissioned services, working in or on behalf of Loughton School.

Contractors or clubs operating within the school premises are made aware of their safeguarding responsibilities and asked for written confirmation that they have policies, procedures and safeguards in place. Loughton School will ask for copies of these documents, so they are assured that these are in place. Loughton School ensures that all contractors and clubs operating within the school have signed to ensure that they have policies, safer recruitment checks and training in place. They are also required to report all concerns to the DSL whether the child attends the School or not.

General Principles

Safeguarding and the welfare of children is the responsibility of everyone who has contact with children and young people. We recognise that we have a duty of care to all children under our care. This means that if a concern is raised about an individual child, we will support staff to report the concern to the relevant body.

Loughton School recognises the need to safeguard all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity. Loughton school recognises that all children have equal rights to protection.

The DSL will work with staff to decide the next step.

Options could be:

- Managing support for the child internally within the school
- Completing an Early Help Assessment (EHA) and referral to Children and Family Practices
- Referral to statutory services such as Children's Social Care

The DSL or a member of the safeguarding team will consult with the Multi-Agency Safeguarding Hub (known as MASH) to decide if a formal referral needs to be made. We will always notify the parent/carer when a referral is being made, **unless it places the child at increased risk or there is a flight risk or a concern around fabricated and induced illness. We will seek advice and guidance from MASH if we are unsure whether we should inform parents.**

We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

However, we have a duty to protect children, who may be unable to protect themselves, so any cases of significant risk, or if other children are at risk, will always be reported to MASH.

In line with legislation and guidance, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- Creating a safe space with trusted adults to support children to raise concerns,
- Providing children, young people and carers with opportunities to discuss issues and report problems affecting their safety and welfare.
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged or vulnerable.
- Ensuring that children feel safe, taken seriously and listened to.
- Including regular opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure that all staff and volunteers understand their responsibilities in identifying and reporting abuse.
- All staff, parents and children can identify the Safeguarding team, understand their role and responsibilities and are confident to bring concerns to their attention.
- All staff have read and signed to say they understand and agree to adhere to school policies and have read Part One of *Keeping Children Safe in Education*.
- All staff receive annual training to enable them to identify, support and refer on children who may need support
- All staff understand that safeguarding children is about physical and mental wellbeing.
- Ensuring safe recruitment practices and safe working practice are in place and are fully followed.
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals
- Work closely with virtual heads to support looked after children and those with a social worker.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- Secure & robust record keeping to enable patterns of concern to be more readily identified

2. DEFINITIONS

Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. Safeguarding covers all children that we come into contact with and describes everything that we do to prevent a child being harmed. (*Working Together to Safeguard Children 2018*).

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.

Not all children will need protection, but those that do are reliant on early identification and prompt detailed referrals. (*Working Together to Safeguard Children 2018*).

Early Help

All staff are briefed to be aware of, and understand, their role in identifying emerging problems and are required to share information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating.

All staff are active in monitoring and feeding back ongoing or escalating concerns to the DSL to ensure due consideration can be given to a referral if the child's situation does not appear to be improving or is worsening.

Loughton School acknowledge that some children may be more vulnerable than others, because of their individual issues or needs.

As a school we pay particular attention to these vulnerable groups of children which include:

- Looked After or Previously Looked After Children
- Young Carers
- Special Education Needs
- Children who use drugs or alcohol
- Privately Fostered Children
- Asylum Seeking Children
- Children living in households where parents may have mental health issues, substance misuse or domestic abuse
- Poverty or Pupil Premium
- Children with Disabilities or Learning Needs
- Children where English may be an additional language
- Children who go missing from care or home or engaging in anti-social or criminal behaviour
- Children at risk of FGM, CSE or radicalisation
- Military Service Children
- Parent in Prison
- Homeless or living in inadequate accommodation
- Elective Home Educated

- Children in Alternative Education
- Children who identify as LGBT+
- Children where others believe they are different

This is not an exhaustive list; Loughton School will be aware that all children may at some point be vulnerable and will provide support as needed.

Categories of Abuse

All staff are required to understand and identify the four types of abuse. Loughton School maintains an attitude of vigilance, staff are encouraged to be watchful of children and of each other, to minimise opportunities for abuse to happen.

DEFINITION OF PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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. **(Working Together 2018)**

DEFINITION OF SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. **(Working Together 2018)**

DEFINITION OF EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. **(Working Together 2018)**

DEFINITION OF NEGLECT

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

Neglect may occur during pregnancy as a result of maternal substance 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. **(Working Together 2018)**

MONITORING OF CASES

Children should be monitored regularly. If the situation is seen to not change or improve or if the situation is worsening, a re-referral should be made to Children's Social Care.

3. LEGISLATION AND GUIDANCE

Loughton School adopts the key statutory guidance:

- ***Keeping Children Safe in Education*** published by the Department for Education September 2022
- Children Act 1989 & 2004
- Education Act, 2002 (Section 175/157)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003) including amendments to PIPOT 2021
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005 (September 2022 version)
- Working Together to Safeguard Children (DofE 2018) –which requires schools to follow multi-agency child protection procedures that have been agreed locally
- MK Together local policies and procedures
- Serious Crime Act 2015
- Children and Families Act 2014
- Children and Social Work Act 2017
- Education and Training (Welfare of Children) Act 2021
- Forced marriage Act 2021
- Domestic abuse Act 2021

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
- Types of abuse and neglect
- Specific safeguarding issues
- What school staff should look out for
- What school staff should do if they have concerns about a child
- The responsibility of governing bodies, proprietors & management committee
- Safer Recruitment
- Recruitment, Selection and pre-employment vetting
- Managing allegations and concerns about teachers and other staff
- Further information on child sexual exploitation (CSE) and female genital mutilation (FGM)
- Preventing & reporting radicalisation
- Child on Child Abuse (previously known as Peer on Peer Abuse)
- Domestic Abuse Awareness
- Honour Based Violence
- Children Missing in Education
- County Lines
- Serious Crime
- Safer Recruitment

All staff undertake a Safeguarding Induction, to timescales recommended by MK Together. This is recorded on the single central record.

All staff should must read and sign to say they will work to **Part 1 of *Keeping Children Safe in Education: Information for All School Staff (updated September 2022)***. In this school all staff are required to read the full version because staff who do not work directly with children are likely to overhear or see unguarded behaviour which may lead to concerns.

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DofE 2018)*** This sets out the principles of safeguarding children and how agencies are required to work together to keep children safe.

Working together to safeguard children - Publications - GOV.UK

Inspection Framework

Loughton School works actively to 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 September 2022: ***Common Inspection Framework: education, skills and early years*** (updated July 2022) and any accompanying inspection evaluation schedules and handbooks. *Common inspection framework: education, skills and early years from September 2022 - Publications - GOV.UK*

Local Child Protection Procedures

Loughton School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through MK Together and which are based on statutory guidance *Working Together 2018*.

MK Together Procedures (www.mktogether.co.uk)

MK Together 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.

Loughton School uses the **Levels of Need Threshold document** to provide guidance on procedures when identifying and acting on child safety and welfare concerns.

https://www.mkscb.org/wp-content/uploads/2019/05/fv_MKSB-Levels-of-Need_April-2019.pdf

The levels of need document describes:

- The four stages of intervention from early help to child protection and the criteria that define these.
- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

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

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, Loughton School continues to play an essential role after referral and has developed strong links with partner agencies, particularly Children's Social Care, via the MASH.

Additional guidance on when to call the Police (NPCC) is provided in this document:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The DSL is also aware of PACE guidance and the role of the Appointed Person and that their responsibility is to protect the child. The DSL and safeguarding team are clear that they must keep the child's welfare and safety at the centre of everything they do and are prepared to challenge any agency who is not putting the welfare of the child first.

Any investigation involving Police, is automatically shared with the safeguarding Governor.

Loughton 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, Team around the Family (TAF) and Family Group Conferences (FGC).

4. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a duty of care and 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.

Safeguarding Induction

All staff and volunteers will undertake a Safeguarding Induction. There are aspects which staff must know on their first day. Other elements must be covered in line with the recommended timescales from MK Together. All staff and volunteers must sign to say they have read and understood the safeguarding element of the induction.

All new staff receive a copy of Keeping Children Safe in Education Part 1. They sign to say they have read and understood these guidelines.

All staff are required to have training around internet safety, as part of their safeguarding training and how to keep safe on line, including an understanding of the current risks and where to go for support.

Designated Safeguarding Lead (DSL)

It is the role of the governing body and the school leadership team to ensure that the Designated Leads for Safeguarding have the necessary experience and training for the role., have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They are given time to effectively fulfil the duties that their role demands, as required in Working Together to Safeguard Children and Young People 2018

The responsibilities of the DSL are clearly defined in their job description, in line with Keeping Children Safe in Education 2022

The job description covers all aspects of the role including: access to training, supervision, time required to fulfil role, expectation of support from other staff, acknowledgement of the responsibility of the role and the requirement to provide a clear lead to all staff (including deputy safeguarding lead and safeguarding team) and details of arrangements for cover outside term time.

The postholder has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff and is a member of the Senior Leadership Team (SLT).

The DSL is authorised to act independently from the school, to ensure that the child best interests are met. Other members of the Safeguarding team have the same responsibility, level of training and authority.

The DSL is required to work closely with social workers appointed to individual children, there should be regular information sharing and discussion between the two key roles.

The school's child protection policy includes the name of the person that the Governing Board has designated to take the role of DSL and all members of the safeguarding team and their individual responsibilities. The Governors and DSL will have regular meetings to discuss how safeguarding is working in practice.

During term time, the DSL and/ or a deputy DSL will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns.

Out of hours/out of term activities, the DSL or a member of the safeguarding team will be available by phone. They can be contacted on **07877 660108**

The school leadership team ensures that the DSL and members of the safeguarding team all attend the required DSL training every two years and annually undertake skills and knowledge updates. They are also required to attend interagency training every three years. DSL members require additional training around e-safety, SEND, managing allegations and specific safeguarding issues such as FGM, CSE, PREVENT, Child on Child Abuse, County Lines and any local concerns that are identified as relevant.

All staff and volunteers (teaching and non-teaching) must be offered and undertake an appropriate level of basic safeguarding training every three years and must undergo refresher training every year. In addition, they should receive training around specific safeguarding concerns, in Loughton school we have a safeguarding training session every September. The DSL is confident that all staff and volunteers understand and implement safeguarding policies and procedures and are confident in referring a concern to the DSL or MASH when necessary.

All staff have safeguarding responsibilities specifically mentioned within their job description and are reminded regularly about the importance of keeping children safe.

It is the role of the DSL to ensure that the child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with MK Together multi-agency safeguarding procedures. The DSL must ensure that concerns are recorded, child protection notes are updated and outcomes of referral are recorded, both for early help and child protection.

It is the role of the DSL to ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education*; to advise other staff; and to offer support to those requiring this.

The headteacher, in conjunction with the Safeguarding Governor and the DSL, will complete a Section 175 audit detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues. This Section 175 Audit provides assurance of the effectiveness of safeguarding procedures within the school.

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

In addition, independent safeguarding audits have been undertaken., with reports and actions fed back to the DSL for action.

The role of the Nominated Governor for Safeguarding is to ensure that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached. The nominated governor for safeguarding will be made aware of allegations against staff and any investigations involving police.

A statement in the school prospectus and on the School website, will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy on request. The policy is also published on the school website and available at reception and in the staff room.

5. TRAINING

The DSL will undertake specialist DSL training, which will be updated at a minimum of every two years. They will require a annual knowledge and skills update annually and to attend Interagency training event three years. DSL will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, Child on Child abuse, County Lines, E-Safety and SEND and will be available to provide advice and support to staff on these issues.

The training for the DSL must enable the DSL to:

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

- Encourage, in all staff, a culture of listening to children and taking account of their wishes and feelings.

Raising Awareness

The DSL needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately through the school.
- Ensure the school's safeguarding and child protection policy is reviewed annually (or if there is a change in legislation) and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensure that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.
- Link with MK Together to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school, ensure the safeguarding file and any child protection information is sent to the new school /college within 5 days but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring.
- Keep a copy of the child protection file, until the child is 25 years old, then destroy securely.

The headteacher (*where not a designated lead*) and all staff members will undertake child protection training which is updated every year, in line with Keeping Children Safe in Education and advice from MK Together.

All staff to be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

6. SAFER RECRUITMENT

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

- Ensuring the headteacher and other staff responsible for recruitment and at least one member of the governing body completes safer recruitment training

- Ensure there is at least one person who holds a safer recruitment certificate present at all interview panels, both staff and volunteers
- Ensuring the upkeep of a Single Central Record and training record of all staff and regular volunteers
- Ensuring written recruitment and selection policies and procedures are in place
- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensure that the original birth certificate is seen and checked.
- Ensure that any name change documentation is checked and included on the DBS check.
- Ensure DBS and independent references are taken up, before staff or volunteers commence employment.
- Ensure a risk assessment is undertaken for any convictions or cautions declared by an individual at interview or showing on a DBS check.
- Ensuring that volunteers are appropriately supervised
- Ensuring there is a safeguarding culture within the school, that includes ongoing vigilance.
- Ensuring that only staff with a DBS and barred list check, can undertake intimate care
- Ensure only staff known to the child can undertake intimate care.

Loughton School *is compliant with guidance contained Keeping Children Safe in Education and in local procedures for managing safer recruitment processes, which are set out in MK Together procedures*

Safe Working Practice Loughton School has developed a clear Code of Conduct that staff understand, sign and agree to adhere to The Code of Conduct offers guidance to staff on the way they should behave when working with children.

All staff have signed a code of conduct agreement within the staff handbook during induction and revisited annually, specifying how they conduct themselves with children and families attending the school. The code of conduct meets the recommendations of MK Together.

Any member of staff not working to the requirements of the handbook, must be aware that their actions can be perceived as gross misconduct. Any breach will be taken very seriously and will be investigated further and may be reported to the Local Area Designated Officer (LADO).

All staff are aware that failure to disclose a concern about a member of staff or volunteer and failure to self-disclose, would be seen as a major breach of conduct and would likely lead to disciplinary action or dismissal being undertaken.

7. INFORMATION SHARING and CONFIDENTIALITY

All staff are aware that children do not always disclose what is going on in their lives, they may be embarrassed, ashamed or believe that they are in a genuine relationship.

All staff are aware that they must be constantly vigilant and alert to signs or subtle changes in behaviour.

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. This information is provided in order to support staff to provide adequate care for individual children and to keep them safe.

Loughton School ***is guided by local procedures for information sharing and confidentiality, which are set out in*** MK Together procedures.

National guidance can be found in: Information sharing advice for safeguarding practitioners - Publications - GOV.UK
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

New data protection toolkit (for schools)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

All staff are made aware of the need to share information appropriately in order to safeguard children. This information is shared on the first day of employment or volunteering.

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

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use school documentation and electronic systems, where possible. Date and sign the record. All notes must be kept and passed onto the DSL.
- Concerns can be recorded electronically using CPOMS which instantly alert safeguarding leads and the headteacher or via the red concerns reporting form which is available in the staff room or at reception.
- Urgent concerns must be reported immediately to the DSL.
- Any other non-urgent concerns must be reported to the DSL at the earliest opportunity.
- Not destroy the original notes in case they are needed by a court (These will be scanned onto CPOMS).

- Record factual statements and observations rather than interpretations or assumptions.
- All concerns are recorded electronically on CPOMS and can be accessed by all members of the Safeguarding team.
- DSL will regularly check records to pick up on any patterns of behaviour with individual children or groups of children.
- A duty DSL is appointed each day, staff are all made aware of how to contact the duty DSL who will immediately go to the person raising the concern and react to any concern.
- Any staff or volunteers without access to CPOMS, should send an email to the DSL with a red flag and come and tell her verbally.
- A flow chart is displayed in the staff room outlining the reporting procedure.

8. DOCUMENTATION AVAILABILITY

The following documents will be kept in the staff room and at reception, to ensure that they are readily available for staff to access:

- Child Protection policy
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022
- Staff Handbook including Code of Conduct
- Behaviour Policy
- Referral Forms (red form)
- Safeguarding posters
- Flow chart for referrals
- Details of Safeguarding Team
- Contact numbers for MASH etc
- Contact numbers for LADO
- Whistleblowing Helpline poster
- Helpline numbers

9. RECORD KEEPING

Child Protection records are kept electronically on CPOMS. Any hand-written reports are scanned onto CPOMS and the original is securely shredded. 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 but stored securely and accessible only by designated staff.

These records are kept securely for 25 years (from DOB) on CPOMS, a computer system designed for this purpose.

Child Protection records are shared securely with a receiving school, when a child leaves the school within 5 days.

Records are then archived on CPOMS. In the event of an ongoing investigation, these can be accessed quickly.

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

Loughton School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. Loughton School recognises that this may happen in any organisation and that we all should be observant of each other's behaviour.

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

There are two streams of safeguarding allegations

1. They meet the threshold for referral to the LADO
2. Low level concerns that do not meet the threshold for referral to the LADO

Safeguarding Allegations that meet the Threshold

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or **may** have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they **may** pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Safeguarding Allegations – Low level concerns that do not meet the level for referral to the LADO

These low-level concerns must be documented and referred to the headteacher within the school. (See low level concern policy for further details)

Low-level concerns include issues such as

- A breach of the Code of Conduct
- A policy not being followed with no harm to a child
- Someone showing favouritism to a particular child
- Someone has shouted at a child
- Someone has used inappropriate language in front of a child

Staff are encouraged to talk to the headteacher, unless the concern is about them. If the concern is about the Head then the concern should be shared with the Chair of Governors.

If the concern is around the organisation, staff can go directly to the LADO. The LADO is a good source of advice and guidance. If the headteacher or Chair of Governors is unsure whether the concern meets the criteria, they should consult the LADO for advice and guidance.

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

All safeguarding allegations against staff must be reported to the LADO within 24 hours.

A support person will be allocated for anybody who is under investigation.

Following the advice of the LADO, a member of staff may be removed from working directly with children or suspended while the investigation takes place.

Loughton School ***is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 2.6 MK Together procedures***

11.ALLEGATIONS AGAINST PUPILS AND CHILD ON CHILD ABUSE (FORMERLY PEER ON PEER ABUSE)

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Child on child abuse may also involve sexting - the taking and sharing of self-generated sexual imagery (see Child on Child Abuse policy). A log of child on child abuse is included on CPOMS.

Loughton School has a number of policies that collectively address this issue. Relevant policies include the behaviour policy, anti-bullying policy, child protection policy and online safety policy. These link together to protect children as fully as possible.

Loughton School is aware that in child on child abuse, that both the perpetrator and the abused will need additional support.

Loughton School treats every allegation seriously, children are listened to and are never made to feel that they are creating a problem or are a nuisance. The school is aware that it is not down to staff to decide if an allegation is true, it is our job to pass information on as soon as possible.

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

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

Sexual Violence and Sexual Harassment is included in the child on child abuse policy. Loughton School will not tolerate sexual violence or harassment in or out of school, we are aware that there are differences in these allegations between boys and girls, we are sensitive their needs and ensure that we put the following elements in place. Every incident, whether inside the school or outside the school will be recorded and followed up on. We will always put the interest and welfare of the child first.

Cases are looked at on a case-by-case basis and may result in support from the school or a referral to MASH and the Police if needed.

Staff are trained to identify the signs of sexual violence and harassment, they are aware of what normal sexual behaviours look like for this age group and are encouraged to talk to the DSL, if they identify any issues.

Loughton School will offer support for both the victim and perpetrator and will risk assess to ensure that we have safety for victim, perpetrator, all children and staff. These risk assessments will be implemented and reviewed regularly.

12. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using or hiring the school premises, the governing body will seek signed assurances and visual sight of policies annually, that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Loughton School's visitor policy and lettings policy are adhered to when decisions are made as to whether to grant access to visitors and other organisations.

We expect a high standard in terms of safeguarding children and expect organisations to have procedures in place to safeguard children, referral routes identified, safer recruitment checks, an appointed person for safeguarding, training and ongoing vigilance.

13. CROSS REFERENCE TO OTHER SCHOOL POLICIES

Loughton School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Anti-bullying Policy
- E-safety Policy
- Photography and Videos
- Health and Safety Policy
- Procedures for accessing risk e.g. school trips
- Safer Recruitment Policies and practice
- Induction and Code of Conduct for Staff
- Child on Child Abuse

(This is not an exhaustive list)

14. POLICY REVIEW

The governing body is responsible for writing and reviewing this policy annually or more often if legislation or guidance changes 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 (which is available to all staff) and related policy and procedures are kept up to date. The school is signed up to updates from MK Together to ensure that local procedures are incorporated in practice as soon as possible

A schedule of policy renewal dates is in place and the clerk to the governors is responsible for highlighting when each policy is due to be renewed. An annual audit carried out before the Section 175 audit is due is used to assure Governors that policies and procedures are up to date and working in practice.

15. CONTACTS AND FURTHER INFORMATION

To make a referral or consult Children's Services regarding concerns about a child:

Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: children@milton-keynes.gov.uk

For allegations about people who work with children:

Local Authority Designated Office (LADO) – Jo Clifford or Sarah Capel - Jones

Tel: 01908 254307

email: lado@milton-keynes.gov.uk

If the LADO is unavailable, referrals should go to the MASH team.

If in doubt – consult

For information about safeguarding training for schools and education settings contact Leadership and Governance Services

Tel: 01908 253787 or email leadershipandgovernance@milton-keynes.gov.uk

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

Tel: 01908 254307 or email: ophie.Marshall@milton-keynes.gov.uk

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **WWW.MKPDC.ORG.UK**

NSPCC Helpline: 0808 800 5000

Childline: 0800 1111

FGM helpline: 0800 028 3550

LA Channel Panel Chair: 01908 254533

Whistleblowing Helpline: 0800 028 0285

Appendix 1 PREVENT Policy

Loughton School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Any visiting speakers are checked and monitored to ensure that they do not promote radicalisation or hate crime.

Staff are fully engaged in being vigilant about radicalisation; they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All Staff and Governors have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- A risk assessment is undertaken to alert staff to the level of potential risk within the school.

Staff receive PREVENT training and are constantly vigilant and remain fully informed about the issues which affect Milton Keynes. This explores online grooming for radicalisation as well as face to face.

Early intervention is vital, and staff are aware of the established processes for front line professionals to refer concerns about individuals and/or groups.

The DSL and the headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.

A joint referral from the person who picked up on the concern and the DSL should be made.

Action will be taken on a case-by-case basis and referrals will be made to the Channel Panel as necessary.

Immediate risk to child directly to MASH

Any other referrals via the TVP referral system

preventreferralsmiltonkeynes@thamesvalley.pnn.police.uk

<https://www.milton-keynes.gov.uk/social-care-and-health/prevent-referrals>

MK – Police –101

Appendix 2

Female Genital Mutilation Policy (FGM)

Loughton School is within Milton Keynes, which is one of the top ten high risk areas for FGM in the country. This relates to our cultural diversity, which is reflected in our pupil profile.

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

The practice is mostly carried out by traditional circumcisers, who often play other central roles in communities, such as attending childbirths.

Children between the ages of 0 and 17 are at risk, with the biggest risk being for 2-4 year olds.

It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death.

At Loughton School, we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At Loughton School, we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

At Loughton School, we believe that every child has the right to be safe from harm, we monitor the ethnicity of children attending the school who may come from countries where FGM is practiced.

We have a duty to report concerns to MASH of children who may have been subjected to FGM or are at risk of FGM.

Our DSL is trained to use the FGM screening tool and understands how to refer to the FGM panel as well as immediate concerns being reported through to MASH. In addition, a referral under the mandatory reporting duty to the Police is also required.

Mandatory Duty to report – 101

Our staff are all trained to identify possible signs and symptoms of FGM as part of our standard safeguarding reporting procedures.

All FGM referrals are a joint referral, with the individual identifying the concern being supported by the DSL to make a referral.

FGM Helpline - **0800 028 3550** fgmhelp@nspcc.org.uk

Appendix 3

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, and it is important that such abuse is not overlooked due to assumed capacity to consent. Account should be taken of heightened risks amongst this age group, particularly those without adequate economic or systemic support.

At Loughton School, we believe that all our pupils should be kept safe from harm. Child Sexual Exploitation can happen to any child, but some groups such as looked after children, children with learning difficulties, children with disabilities are more vulnerable.

At Loughton School, we have a duty to report concerns we have about girls or boys who we believe are at risk of CSE or being sexually exploited to the police and social services.

We believe that every child has the right to be safe from harm, we monitor the attendance of children attending the school. **Child Sexual Exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

At Loughton School, we believe that every child has the right to be safe from harm, we monitor the attendance of children attending the school and take account of children who have unexplained absences. We have a duty to report concerns to MASH of children who may have been subjected to CSE or are at risk of CSE.

Our Designated Safeguarding Lead is trained to use the Child Criminal Exploitation screening tool (Which has a CSE element) and understands how to refer to the CME & MARMM group as well as immediate concerns being reported through to MASH.

Our staff are all trained to identify possible signs and symptoms of CSE as part of our standard reporting procedures.

Appendix 4

Child on Child (formerly Peer on Peer) Abuse Policy

A number of issues are identified under the child on child policy:

- Bullying and cyber bullying
- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals.
- Up-skirting

Reducing the Risk

Loughton School believes that children should feel safe at school and be given opportunities to raise concerns and talk to staff about concerns.

We encourage this by having an open-door policy, having posters around the building, detailing who the DSL's are, we also regularly talk about the availability of staff and the opportunity to discuss concerns.

Sexual Violence & Harassment Policy

Sexual Violence refers to the three following offences:

- Rape
- Assault by Penetration
- Sexual Assault

The term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage.

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.

- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Initiation/Hazing Ceremonies

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

Up-skirting

Up-skirting is the practice of taking non-consensual photographs under a person's skirt or kilt, capturing an image of the crotch area, underwear, and sometimes genitalia.

Loughton School operates a zero-tolerance policy on peer on peer abuse. We will avoid opportunities for this to happen, by ongoing vigilance and clear expectations of behaviour. In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships.
- Respectful behaviour.
- Gender roles, stereotyping and equality.
- Body confidence and self-esteem.
- Prejudiced behaviour.
- That sexual violence and sexual harassment is always wrong.

Pupils will be allowed to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

Responding to Child on Child Abuse

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it.

The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff are trained to handle disclosures, to record those concerns and alert the DSL.

Support will be identified for the young person.

Risk assessments will be undertaken to support the victim, perpetrator, other children and staff.

All reports are recorded and followed through to outcome.

Appendix 5

Child Criminal Exploitation & County Lines

Child Criminal Exploitation may involve children being manipulated into undertaking criminal acts such as theft, violence, gang activity.

County Lines refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Further guidance: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

Often, children do not recognise themselves as victims, or that they are being groomed, and as a result, disclosures of such abuse can be unlikely. Therefore, a CCE toolkit should aid in the identification of exploitation if you suspect anyone is in immediate danger, **call the Police on 999**

Practitioners need to exercise their own professional judgment when completing the tool because factors such as the child's age, any additional vulnerabilities, their history etc. may mean that they are more vulnerable to exploitation.

Professional judgment also includes capturing concerns about which they have some evidence and concerns based on 'their gut feeling'. Staff should differentiate between the two and explain this in the 'comments/evidence/description' sections on the toolkit.

Once the DSL has completed the CCE screening and a MARF), the toolkit form must be securely emailed to **exploitation@milton-keynes.gov.uk** where it will be discussed at a weekly Missing, Exploitation and Trafficking meeting (C-MET) to enable any cross-referencing of lower level concerns and intelligence.

The DSL along with MASH will consider a referral to the National Referral Mechanism on a case-by-case basis.

Appendix 6 Serious Violence

Staff may be made aware of the indicators which may identify a child is at risk from, or is involved with, serious violent crime.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime.

These risk factors include, but are not limited to, the following:

- A history of committing offences.
- Substance abuse.
- Anti-social behaviour.
- Truancy.
- Peers or family involved in crime and/or anti-social behaviour.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

A consideration is also made about whether a referral needs to be made directly to police as well.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Appendix 7

Other Safeguarding Issues

Children where additional consideration needs to be made

Loughton School acknowledge that all children and young people are vulnerable at some point and at some level.

Some are at increased risk of vulnerability because of the social, socio-economic, cognitive, ethnic, linguistic or health related factors impacting on themselves, their families or their contexts.

Consequences of being vulnerable may include the following:

- slower attainment and rates of progress than peers
- low levels of emotional wellbeing and engagement
- low self-esteem and poor self-image
- reduced life chances and increased likelihood of becoming NEET (not in education, employment or training)
- school, social and family exclusion
- poor health
- increased likelihood of experiencing or exhibiting bullying behaviour.

Loughton School identifies the following groups as having increased vulnerability, so ensure that particular attention is paid to these groups. We will provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

7.1 Looked After Children have already experienced some level of trauma and disruption in their lives. Loughton School believes that in partnership with Milton Keynes City Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children.

We will support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.

We will fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

We have a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them. And a nominated school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the designated teacher.

Support the designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

The designated teacher will:

- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. Foster, respite, residential.

- Name of Social Worker, area office, telephone number.
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
- SEN Code of Practice – School Action/School Action Plus where appropriate
- Child Protection information when appropriate.
- Baseline information and all test results.
- Attendance figures
- Exclusions

Ensure that there is a Personal Education Plan (PEP) for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans, Transition Plan, Pastoral Support Programme.

Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.

Liaise with the Education Support Service (Virtual Heads) for Looked After Children on a regular basis with regard to the performance, attendance and attainment of Looked After Children.

Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.

Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.

Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.

Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.

Report to the Governing body annually on the performance of the looked after children who are on the role of the school.

7.2 Privately Fostered Children

Private foster carers are people who care for a child by an arrangement between a parent and the carer who may be known or unknown to them.

The child is under 16 years (or 18 with disabilities) and living with a person who is not a close relative or legal guardian and this is for more than 28 days.

Host families who look after children studying with language schools would also be classified as private foster carers.

Loughton School has a duty to inform the Council of any private fostering arrangement that they become aware of.

Milton Keynes City Council Private Fostering Team 01908 253206

7.3 Children where there is Domestic Abuse in the home

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. This is now identified directly in the Domestic Abuse Act 2021

Loughton School identifies that children living in households where domestic abuse is present are likely to be more vulnerable. Where domestic abuse has been identified or staff have been made aware of domestic abuse within the home, particular attention will be paid to the children, to ensure they are safe and supported.

7.4 Young Carers

Children and young people under 18 years who provide regular or on-going care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances. A young carer becomes vulnerable when the level of care-giving and responsibility to the person in need of care, becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life-chances.

7.5 Children with Disabilities and Learning Needs

A student of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children may be more vulnerable due to communication difficulties, lack of understanding of their own bodies or sexuality or because of multiple carers offering personal care with additional needs

Children with Disabilities Team - 01908 253617

7.6 Children where there is Parental Substance Misuse

Loughton School when working with substance misusing parents recognise that children are not necessarily at risk just because a parent uses substances.

Many children of substance misusing parents receive good parenting, stability and have all their needs fully met. However, Loughton School are alert to the possibility that substance misuse by a parent may lead to a child being considered as a child in

need, and may prevent a child from receiving the level and quality of care that they need.

The DSL will support families to access additional services when needed and will make a referral to Children and Family Practices where appropriate.

7.7 Children where there is Parental Mental Health Issues

Loughton School staff understand the effects that parental mental health may have upon the children in the family. Not all parents and children will need the support of health and social care, but those that do will need to get support that is acceptable, accessible and effective for the whole family. We recognise that the adults with mental health issues may have long periods where they are coping well, but there may be periods when they are unwell and unable to manage adequate parenting for their child.

The DSL will support families to access additional services when needed and will make a referral to Children and Family Practices where appropriate.

7.8 Families where there may be Honour-Based Abuse

Honour based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour-based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

The legal minimum age for marriage has now increased to 18 years in England and Wales.

Loughton School is mindful that different groups will have cultural expectations and beliefs, but when this impacts on the safety or wellbeing of a child or is in contravention of UK law, the school are required to refer to Children Social Care.

7.9 Children from Asylum Seeking Families

Children who arrive in the UK without their parents or carers usually go into the care of their nearest public authority and will often live with approved foster carers when there is no suitable family member or guardian to care for them.

Asylum-seeking children may have experienced persecution for their beliefs, or because of their ethnic or social group. Some may have seen adults they loved murdered, beaten tortured or raped; others may have had members of their family 'disappear' with no warning or explanation. Some may have come from a country where they would have been forced to fight as a child soldier if they remained. It is likely that these children will be more vulnerable because of their experiences.

Loughton School is particularly vigilant of these children. The DSL will seek support and help as soon as concerns have been identified.

7.10 Children where English is a second language

Loughton School is aware that children coming from households where English is the second language may find it more difficult to identify and express any concerns that they have.

Loughton School is sensitive to the needs of these children. The DSL will seek support and help as soon as concerns have been identified. An interpreter will be brought in if required to ensure effective communication.

If a referral is made to MASH, the DSL will ensure that they are aware of the language spoken and if there is a need for a translator.

7.11 Special Education Needs

Loughton School recognise that children with Special Education Needs may be more vulnerable by nature of their needs. These children may have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education. At Loughton School we ensure that staff are sensitive to identifying and supporting these needs and ensuring that identification, pastoral support and additional support are offered.

7.12 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.

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.

Loughton School within its RSHE curriculum explores the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

I have read, understood and follow the guidance:

Signed _____ Print Name _____

Date _____



Loughton School

Reporting Safeguarding & Child Protection Concerns

All staff should record on CPOMS. Staff without access should email (with a red flag) the DSL and inform verbally. Use the form below as guidance.

Notes to remember:

When dealing with disclosure, remember the child may be distressed. You should follow:

- T**ell me
- E**xplain
- D**escribe

- What
- When
- Where
- Who

If there is more than one witness – separate reports need to be completed. Do not discuss between each other.

PART 1 – to be completed by staff with concerns

Date & time of incident	
Name of child involved (please include any other name child is known by)	
Details of incident or disclosure including witnesses Record the questions you asked Do NOT ask leading questions Do NOT ask child to write down what has happened	

<p>Who you passed the information to</p> <p>Did you inform child that you would be passing information on and to whom?</p>	
<p>Action taken:</p> <p>(CP lead to complete only)</p>	
<p>Has report been shared with parents/carers?</p>	<p>Yes/No</p> <p>Please detail any reasons why the report cannot be shared with parent/carer?</p>

Signed Date

Role.....

The details recorded on this form will be transferred and scanned onto CPOMS.
 Staff should ensure that they record facts, not opinion.
 All information recorded may be shared with the parent.

Glossary

Safeguarding: Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. Safeguarding covers all children that we come into contact with and describes everything that we do to prevent a child being harmed. (*Working Together to Safeguard Children 2018*).

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

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

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

Child: Child refers to all young people under the age of 18. It applies to pupils in the school and extends to visiting children and students from other establishments

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

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education, 2018*