



Inspiring Futures
Through Learning



Olney Infant Academy Child Protection Policy September 2021

Review Date: September 2022

CHILD PROTECTION POLICY AND PROCEDURES

1. KEY CONTACTS at Olney Infant Academy

Headteacher:

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Senior Designated Safeguarding Lead:

Name: Steph Hartwell
Contact details: : 01234 711388
Steph.hartwell@olneyinfant.org

Deputy Designated Safeguarding Lead:

Name: Laura Circuitt
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Member of safeguarding team:

Name: Charlotte Duncombe
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Designated online safety lead:

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Designated PREVENT lead:

Name: Steph Hartwell
Contact details: : 01234 711388
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Designated Child Sexual Exploitation Lead (CSE):

Name: Steph Hartwell
Contact details: : 01234 711388
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Designated LAC (Looked After Children) lead:

Name: Steph Hartwell
Contact details: : 01234 711388
Steph.hartwell@olneyinfant.org

Chair of Governing Board:

Name: Katrina Rodden
Contact details: 01234 711323
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Designated governor for safeguarding:

Name: Katrina Rodden
Contact details: 01234 711323
krodden@iftl.co.uk

Designated governor for safer recruitment:

Name: Katrina Rodden
Contact details: 01234 711323
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Designated governor for online safety:

Name: Katrina Rodden
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In any case where an adult is concerned that a **child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council Multi Agency Safeguarding Hub (MASH):**

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

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

For concerns about Children, Missing People, In Education: Directorate
Children Missing Education, People In Education: Directorate
cme@milton-keynes.gov.uk
Telephone: 01908 253338

For concerns about adults at risk:

Civic
1 Saxon Gate East
Central Milton Keynes
MK9 3EJ
Monday to Friday from 8:30am-5:00pm
01908 253772

Out of hours 5:00pm-9:00am Monday-Friday Weekends & Bank holidays 24 hours
01908 725005
Access.Team@Milton-Keynes.gov.uk

For allegations about people who work with children:

Contact the MILTON KEYNES COUNCIL MASH as above
or: Local Authority Designated Office (LADO)
Tel: 01908 254307
email: lado@milton-keynes.gov.uk

For general queries regarding safeguarding, please feel free to contact:

Contact Details

 Civic Saxon Gate East Central Milton Keynes, MK9 3EJ

 [01908 254373](tel:01908254373)

 mktogether@milton-keynes.gov.uk

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **MK Together website:** www.mkscb.org

2. 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.

The purpose of this child protection policy is to:

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

This child protection policy forms part of a suite of documents and policies that relate to our school's safeguarding responsibilities therefore this child protection policy should be read in conjunction with the policies listed below (hyperlinks where documents are published online):

- [Behaviour for excellence teaching policy \(including anti-bullying\)](#)
- [E-safety and ICT / Online safety policy](#)
- [Taking photos in schools](#)
- Health and safety policy including [administration of medicines](#)
- Procedures for assessing and managing risk e.g. school trips (use of EVOLVE)[Risk Management Policy](#)
- [Safer recruitment policies and practice](#)
- Staff induction policy [IfTL Staff Induction Policy](#)
- [Safer Code of conduct for staff](#)
- Equality Policy [Accessibility Plan and Equality policy](#)
- [Whistleblowing Policy](#)
- [Complaints Policy](#)
- [PREVENT](#) Appendix H
- Female Genital Mutilation (FGM) Appendix E
- Child Sexual Exploitation (CSE) Appendix F

3. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

Within Olney Infant Academy (OIA), we are unquestionably committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Through PSHE discussions and whole school Protective Behaviour training, children are taught to recognise what feeling safe means and also recognise that adults in school are there to help them feel safe at all times.

We will always act in the best interest of the child.

Within our school, our pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Safeguarding statement

Safeguarding is everybody's business!

At Olney Infant Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

All school staff have a responsibility to provide a safe environment for children in which they can learn and school is well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children.

Therefore all school staff will receive appropriate safeguarding children training (which is updated regularly), to ensure they are aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff will receive safeguarding and child protection updates (via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead will ensure that all temporary staff and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct or behaviour policy and are subject to a DBS check before being allowed to work with children unsupervised.

School must ensure that the procedures contained in this policy are consistent with Milton Keynes Safeguarding Children Board (MKSCB) procedures and that they apply to all staff, volunteers and governors.

Safeguarding policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

Safeguarding policy aims

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.

- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, [Keeping Children Safe in Education September 2021](#) Part One and Appendix A.
- To ensure all staff know the name of the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, September 2021.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To consult with pupils and consider their opinions in relation to safety in school when developing the Child Protection Policy (Appendix B)
- 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.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation and female genital mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

4. STATUTORY FRAMEWORK AND LEGISLATION

OIA adheres to all the guidance on standards and expectations for safeguarding children published by Ofsted and all the legislative requirements for schools; all schools must comply with these requirements and recommendations.

In order to safeguard and promote the welfare of children and young people all schools will act in accordance with the following legislation and guidance:

- Children Act, 1989
- Children Act, 2004
- Education Act, 2002 (Section 175/157) - outlines the responsibility of Local Authorities and School Governing Boards to:

“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, September 2021)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- 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
- Working Together to Safeguard Children (DfE 2020) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB)
- Serious Crime Act 2015

Olney Infant Academy adopt the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education in April 2014, revised July 2015, September 2016, September 2018, September 2020, January 2021 & September 2021: [Keeping children safe in education - Publications - GOV.UK](#) and any subsequently published supplementary advice, including ***Child care qualification requirements – supplementary advice***: [Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

All staff should as a minimum read the separate ***Keeping Children Safe in Education: Information for All School and College Staff (September 2021)*** (which reproduces and summarises Part One of the main guidance) and [Guidance for Keeping Children Safe in Education- updated information](#). The information all staff must read includes Annex A . **See Appendix One for key Information from Part one.**

KCSIE September 2021 makes reference to new relationships, health and sex education (89) Under the context of 'Opportunities to teach safeguarding' there's now text explaining that the following subjects will be mandatory from September 2021:

- Relationships education (for all primary schools)
- Relationships and sex education (for all secondary schools)
- Health education (for all pupils in state-funded schools)

Please see the IFtL RSE Core Values and Offer and school RSE policies for more information about this.

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE July 2020)***:

Working together to safeguard children - Publications - GOV.UK

All schools must comply with the inter-agency procedures:

<http://www.mkscb.org/policy-procedures/>

OIA adhere and comply to the GENERAL DATA PROTECTION REGULATION (GDPR) May 2018 requirements:

If there are any concerns with regards to data breaches (for example where data is lost, accidentally deleted or stolen), the Data Protection Officer (Jason Smith within IFtL) must be informed immediately. All data breaches will be reported to the Information Commissioner Office within 72 hours in line with requirements. Personal data of others, including work email addresses, must be kept secure and not shared with others without their permission. It is strongly advisable to avoid the use of memory sticks for personal data and downloading personal data onto laptops. If paper copies including any personal data are required, these are to be kept secure during use and shredded as soon as no longer in use.

It is recommended school staff sign confirmation they have read and understood key documentation and legislation and they are revisited within training, staff briefings etc.

Local child protection procedures

Olney Infant Academy (OIA) staff will ensure that we have appropriate procedures in place for responding to situations in which a:

- child may have been abused or neglected or is at risk of abuse or neglect
- member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

OIA will ensure it is compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB), which are based on the statutory guidance Working Together to Safeguard Children (DfE 2015).

The Designated Safeguarding Lead, staff and governors are aware of the guidance, its implications and the need to ensure that child protection issues are addressed using agreed procedures.

The school will ensure that it will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the MASH.

MKSCB inter-agency procedures include detailed chapters on:
<http://www.mkscb.org/policy-procedures/>

- What to do if you have a concern
- How to make a referral
- Safer recruitment guidance
- Managing allegations against staff (LADO guidance)
- Additional guidance on more specialist safeguarding topics.

MKSCB levels of need document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:
https://www.mktogether.co.uk/wp-content/uploads/2020/09/fv_MK-Levels-of-Need-July-2020.pdf

- 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).

OIA recognises the importance of multi-agency working and will enable staff to attend / contribute appropriately to relevant meetings including Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Child Care Reviews.

5. DEFINITIONS

Definition of safeguarding in Keeping Children Safe in Education (KCSIE) 2021:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *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.*

Safeguarding: Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of the health or development of children, ensuring that they 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: 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 and Keeping Children Safe in Education, 2021.

Female Genital Mutilation (FGM): At Olney Infant Academy, 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. Although our school has few children from these

backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Children missing in education: The term missing in education can relate to a child who goes missing whilst in the school's care or a child who has not attended school without parents providing a valid reason for the absence over a period of 10 or more days. Further guidance about the procedure for children missing in education at Olney Infant Academy can be found in Appendix G.

6. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school and the Local Authority who have specific responsibilities under child protection procedures.

The Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead is to be clearly defined in a job description that is in line with Keeping Children Safe in Education, 2021.

The job description should cover all aspects of the role including: access to training, supervision, time, 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 details of arrangements for cover outside term time.

The post holder 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.

The school's child protection policy should include the name of the person that the Governing Board has designated to take the role of Designated Safeguarding Lead.

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

The school's child protection policy should contain details of arrangements and contacts names, as appropriate, for out of hours/out of term activities.

Designated Safeguarding Lead responsibilities

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2021. In summary responsibilities include:

- Ensuring that 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 the Milton Keynes Safeguarding Children Board's multi-agency safeguarding procedures.

- Ensuring that all staff 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, 2021; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Linking with the Milton Keynes Safeguarding Children Board and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Lead is responsible for:

Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the Headteacher /Principal/Senior Officer to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

Training

The Designated Safeguarding Lead should undergo formal training every two years and should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be

kept up-to-date (via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments) at least annually 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 – also 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. Additionally, each member of staff must ensure they have read the behaviour policy and procedure for children missing in education at induction.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- 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.
- In relation to children protection measures the school should put in place and encourage, among all staff, a culture of listening to children and taking account of their wishes and feelings.

Raising Awareness

The Designated Safeguarding Lead needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually 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 Milton Keynes Safeguarding Children's Board 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 as soon as possible (of copy of the document should be kept by the school until there is acknowledgement of the documentation being received) but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received (Appendix D) the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines

All staff responsibilities

- Induction training: All staff members, including the Headteacher (if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
 - Staff code of conduct and safe working practices
 - Keeping Children Safe in Education, DfE, 2021
 - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
 - Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.
- To read and understand Part 1 of Keeping Children Safe in Education, 2021. Staff and leaders working directly with children and young people must also read Annex A.
- To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
- 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.

Quality assurance of safeguarding in school

It is the Headteacher's responsibility, in conjunction with the Designated Lead for Safeguarding, to complete an annual safeguarding audit, to be submitted electronically to the Milton Keynes Safeguarding Children Board (MKSCB) within the notified timeframe.

Audit outcomes are shared with the Governing body 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.

Governing Body responsibilities

The Governing Body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2021 - Annex C.

In summary responsibilities placed on Governing Boards include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- Ensuring, in conjunction with the Headteacher, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff behaviour policy or code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2021 – Appendix A and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Body

NB. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

7. WHEN TO BE CONCERNED

The school must operate a child-centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Olney Infant Academy and our staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help

All staff need to be aware of, and understand, their role in identifying emerging problems and sharing 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. This also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Staff and volunteers working within the School need to be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.
- Children who are looked after children (LAC)

All staff need to be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They must also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities (SEND) or certain health conditions

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At OIA we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example children will have their Pupil Support Plan which details all of the provision needed to support them. Our school pastoral team also meets regularly with children to talk and the school SENDCo is also the deputy DSL to have a clear overview on caring and supporting our children.

Children with a social worker

At OIA, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

Staff take these needs into account when making plans to support pupils who have a social worker and the key methods the school helps pupils with a social worker are outlined below.;

- Regular support and dialogue between social worker, safeguarding team, child and parents
- Child raised on RAG rating list to high priority and discussed in weekly safeguarding team meetings
- Level and type of support developed on a case by case basis but may include additional home visits and telephone calls for the child and parents.

8. SAFER RECRUITMENT

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

- Ensuring the Headteacher, and other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers.
- Ensuring written recruitment and selection policies and procedures are in place.
- Adhering to statutory responsibilities to check staff who work with children.
- Ensuring all governors, staff and volunteers have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised.
- Ensuring that at least one person on any appointment panel is safer recruitment trained.

Ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2021 - Part 3 and in local procedures for managing safer recruitment processes, set out in Milton Keynes Safeguarding Children Board procedures - Chapter 2.

Safe Working Practice

Ensure the school, has developed a clear Code of Practice that staff understand and have agreed to, along with the IfTL Code of Practice.

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

9. INFORMATION SHARING AND CONFIDENTIALITY

'Safeguarding information should be treated as highly confidential and only shared as part of the agreed school and MK Together/ Northamptonshire Partnership Board protocols. All schools must ensure that Safeguarding children raises issues of confidentiality that must be understood by staff and volunteers. National guidance can be found within 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

[Information sharing advice for safeguarding practitioners - Publications - GOV.UK](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Local procedures for information sharing and confidentiality, can be found in: [Milton Keynes Safeguarding Children Board procedures - Chapter 2.4](http://mkscb.procedures.org.uk/)
<http://mkscb.procedures.org.uk/>

It is important that all staff understand the following highlighted within Keeping Children Safe in Education (2021), paragraph: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' You may also wish to add the line from paragraph 84: 'This includes allowing practitioners to share information without consent...' you do not need consent to share personal information...provided that there is a lawful basis to process any personal information required' Working Together (Dec 2020)

- 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 Safeguarding Lead 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. All staff/volunteers in the academy have a responsibility to share relevant information about the protection of children with other professionals.
- Staff/volunteers who receive information about children and their families in the course of their work shall only share that information within appropriate contexts.
- **All** staff must know what to do if a child tells them he/she is being abused or neglected and act upon them IMMEDIATELY. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead and Children's Social Care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

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/safeguarding software, where possible. Date and sign the record.

- Not destroy the original notes in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

10. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. All staff must ensure:

- **They have a template form or recording system for staff to support effective sharing of their concerns.**
- Child protection records are stored centrally and securely by the Designated Safeguarding Lead.
 - electronic records are 'protected' and are accessible only by nominated individuals
 - written records are stored in a locked cabinet.
- Child protection records are not kept with a child's academic record.
- Staff are aware that they must make a record of child protection concerns and that records must be signed and dated.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The completed forms/records will be kept for the duration of the child's OIA career and where a child changes school/academy the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school/academy. The academy will retain a receipt for the records signed by the receiving school/academy. Any data must be shared or stored in line with GDPR 2018 requirements.

The information contained will be regarded as confidential. Any request for access to the information by non-designated Safeguarding Children Board agencies (e.g. Solicitor, investigating agent) will be referred to the Principal/Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

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

OIA recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations must be understood and followed by all. All staff need to know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education 2021 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**. The school ***is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out within Milton Keynes Safeguarding Safer Recruitment Guidance Page 8 and Safer Recruitment Guidance: mkscb.procedures.org.uk/page/contents quick links 2.8***

Statement of Procedures for Dealing with allegations of abuse against staff or volunteers

The procedure documented within the IFTL's Statement of Procedures for Dealing with allegations of abuse against staff or volunteers must be used in any case where it is alleged that a member of staff or a volunteer has:

- behaved towards a child or children in a way that has harmed or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At OIA we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher/principal.

Concerns may come from various sources, for example, a 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.

The headteacher/principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* 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 (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also Developing and implementing a low-level concerns policy (Farrer & Co)

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

12. TYPES AND INDICATORS OF ABUSE AND NEGLECT

At OIA, we must ensure everyone knows what to look for and this is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school staff must be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff must be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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 from 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49).

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, for example, 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.

13. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE

KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

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. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery.

Peer on peer abuse is when a child might have been abused by another child. Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. Examples of peer-on-peer abuse: bullying including cyberbullying, physical abuse, sexual violence, sexual harassment, sexting and initiation/hazing type violence and rituals.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse and peer-on-peer exploitation.

The school's approach to allegations against pupils, including sexting can be found in the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

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

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

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

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

The allegation:

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

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead 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 be informed. Allegations of peer-on-peer abuse will be recorded on the school's safeguarding and child protection referral forms.

The school must take action to ensure that 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. All schools must ensure they are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

At OIA, we will support the victims of peer on peer abuse and outline how within their school safeguarding and child protection policy.

Types of peer-on-peer abuse:

Sexting/Sharing nudes and semi-nudes

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'. KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Sexual violence

All staff need to be aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent? Consent is about having the freedom and capacity to choose.

Serious violent crime (29-30)

KCSIE September 2021 says that all staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

Sexual harassment

- 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.
- Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- Sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual "jokes" or taunting;
 - physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
 - It may include:
 - non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media; and • sexual exploitation; coercion and threats

Upskirting is a form of peer-on-peer abuse (KCSIE September 2021)

It's now a criminal offence and is now listed in paragraph 27; Voyeurism (Offences) Act 2020 criminalise the act of 'up skirting'. Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

14. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

The school's lettings policy must be adhered to when decisions are made as to whether to grant access to visitors and other organisations.

15. SPECIFIC SAFEGUARDING ISSUES

At OIA, we are cognisant of and compliant with Specific Safeguarding Issues: Keeping Children Safe in Education, 2021 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation and exploitation
- Child sexual exploitation
- Sexual violence and harassment
- Female Genital Mutilation
- Honour Based Abuse (HBA)
- Homelessness
- Domestic abuse
- Children missing in education
- Private fostering
- Upskirting (as described above)

Each school must also ensure they are familiar with and works in accordance with local multi-agency information and guidance as located on the Milton Keynes or Northamptonshire Safeguarding Board website.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm from any safeguarding issues, the Designated Safeguarding Lead must be informed. Advice will be sought from the Milton Keynes or Northamptonshire Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed. Allegations of any specific safeguarding issues will be recorded on the school's safeguarding and child protection referral forms.

[Child Sexual Exploitation \(CSE\)](#)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualized behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;

- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation

The definition of Child Criminal Exploitation, which can be found on KCSIE (2021) page 125, is: CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2021) page 126 for further information.

Domestic Abuse and Coercive control

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin

- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Honour Based Abuse (HBA)

'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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

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

The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

16. MENTAL HEALTH

All staff at OIA are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. Members of the safeguarding team also hold key positions within the school such as the headteacher, SENDCo and heads of year this gives us a wide range of knowledge about the children in order for us to manage cases involving the correct professionals if needed.

17. SAFER WORKING PRACTICES

At OIA, we follow the Guidance for Safer Working Practice (April 2020)

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Schools will therefore outline the key steps they will take to educate children and minimize inappropriate use within their Child Protection and Safeguarding Policy.

18. CHILDREN MISSING IN EDUCATION

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

OIA monitor attendance carefully and address poor or irregular attendance without delay.

The attendance team will always follow up with parents/carers when pupils are not at school. This means they need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) OIA must have:

1. Staff who understand what to do when children do not attend regularly

2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, schools will record the name of the pupil's new school and their expected start date.

Procedures for a missing child whilst in school care:

All schools must comply with Annex A in the 2021 statutory guidance on KCSiE. Should a child go missing, whilst in the care of the school, the actions to be taken by the member of staff are stated within Appendix Eight.

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Procedures for a missing child due to possible abuse:

If a child goes missing from an education setting as a potential indicator of abuse or neglect, staff should follow safeguarding procedures where there is a concern, particularly when children go missing on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

Procedures for collecting a child and removing them from school premises

Those wishing, with the recorded permission of the child's legal guardians, to remove a child from the school premises must be able to provide identification if necessary in order to confirm they are who they claim and their relationship to the child in question.

Procedures for a child not collected from school

To ensure the safeguarding of all children, it is essential that each school has a procedure in place for the safe collection of all children at the end of a school day, and guidance for parents in the event of them being late/unable to collect their child.

19. COMMUNICATION WITH PARENTS

Parents and carers will be made aware of each of the school's procedures through published information on each school's website and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children's Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

OIA will ensure the Child Protection Policy is available publicly via the school website and a copy available in the main reception office. Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where it would place a member of staff at risk). Each school must ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

20. TRAINING

At OIA, we consider it essential that all staff undertake the relevant training to comply with requirements. We also believe all staff should have the relevant skills and knowledge, remaining up to date with current changes, at a level appropriate to their role.

The key training elements in summary are:

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies see KCSIE 2021).

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff are to receive refresher face-to-face training at least once a year and will have regular updates throughout the year, for example via staff briefings, emails, key leaflets shared etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Key requirements are detailed as follows:

- All staff members (*that are not designated leads*) will undertake child protection training which is updated annually, in line with current advice from MK Together, MASH team and Keeping Children Safe in Education 2021 requirements.
- All Head teachers must undertake training on safeguarding at least every two years (statutory requirement), via the MK Council Leadership and Governance Team via their training website www.mkpdc.org.uk. If the Head teacher is the Designated Safeguarding Lead (DSL) then he/she shall meet the training requirements set out below.
- In addition to basic in-house safeguarding training the Designated Safeguarding Lead (DSL) must attend the *Working Together* training course Modules 1 and 2 as a matter of priority, and then undertake further refresher/specialist safeguarding training MK Council Leadership and Governance Team via their training website www.mkpdc.org.uk at least every two years (statutory requirement).
- There must be clear deputising arrangements in place for the safeguarding lead and these personnel must be supported in this role by the provision of access to appropriate MK Together Partnership and MK Council Leadership and Governance Team learning opportunities. The Deputy Designated Safeguarding Lead (DDSL) must meet the training requirements in section 5.2.
- Any newly appointed Designated Safeguarding Lead (DSL) must attend the MK Together Partnership *Working Together* training course Modules 1 and 2 before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead (DDSL) will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead (DSL) is waiting to receive training. All schools must have at least one additional DSL and they must be trained to the same standard to the DSL lead. This training must include online safety.
- All other staff who work with children, will undertake safeguarding training in-house at level 1, or its equivalent, to equip them to carry out their responsibilities for safeguarding effectively. This must be kept up to date by refresher training at three yearly intervals (however two-yearly intervals would be recommended), and temporary staff and volunteers who work with children must be made aware of the academy's arrangements for safeguarding and their responsibilities. The Chair of Governors, the designated Governor for Safeguarding will undertake safeguarding training at least annually and undertake additional actions to ensure they remain up-to-date for example refresher training, briefings, on-line training etc.
- All new members of staff will receive safeguarding training as indicated in 5.5 above as part of their induction.
- Briefings and updates on safeguarding procedures and local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures and including information about the Prevent initiative) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the academy's policy as they occur.
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training, which needs to be updated at least every five years. The academy will ensure that there are always sufficient numbers of suitably trained staff or governors in post.
- We require at least one member of staff in each school to be trained within Prevent (as a minimum) and all staff to be provided with information about the signs and symptoms of Prevent and how to share concerns. Completion of the HM Gov prevent on line training is recommended: www.elearning.prevent.homeoffice.gov.uk

All staff must have read:

- Keeping Children Safe in Education (2021) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- School Policy for Children Missing Education

Staff should also be familiar with 'What to do if you're worried a child is being abused', which contains excellent examples of the different types of safeguarding issues.

23. POLICY REVIEW

The Governing Board is responsible for reviewing the child protection 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 that related policies and procedures are kept up-to-date.

24. CROSS REFERENCE TO OTHER IFTL POLICIES

The IFtL recognises that a number of other 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 IFTL and school policies. These include:

- Anti-bullying policy
- Behaviour policy
- Positive handling policy
- Attendance policy
- Online safety policy
- Photography and Videos
- Health and safety policy
- Medical needs policy
- Procedures for accessing risk e.g. school trips
- Safer recruitment policies and practice
- Induction and Code of Conduct for staff
- Equality Policy
- Allegations against staff
- Complaints policy
- Whistleblowing policy
- Induction Policy
- Complaints Policy
- Relationships and Sexual Education Offer

25. CONTACTS AND FURTHER INFORMATION

Milton Keynes thresholds
MKSCB Levels of Need, updated July 2020

The MKSCB Levels of Need document was initially approved by the MKSCB on 30 September 2015, up-dated in 2016 and further up-dated in July 2020. This should be referred to when a referral is made to Milton Keynes Multi Agency Safeguarding Hub (MASH) when you have a concern about a child. In order to make a referral to MK MASH please complete a MARF form below.

The revised Levels of Need document has been updated to reflect current local practice and clarify process in relation to the Milton Keynes Multi-Agency Safeguarding Hub (MASH). The new Levels of Need introduces a Windscreen. Download the revised version here: [MKSCB Levels of Need 2020](#)

The Levels of Need windscreen and tables can also be downloaded as a separate document: [Levels of Need Windscreen & Tables](#)

Common Assessment Framework (CAF) form and Multi Agency Referral Form (MARF)

The new CAF form and MARF can be downloaded here: [CAF form \(September 2015\)](#)

MARF forms are now completed online at the following address: https://www.milton-keynes.gov.uk/forms/showForm.asp?nc=B4OD&fm_fid=914

Safer Recruitment Guidance

This MKSCB guidance was revised in December 2014. The current version of this guidance can be downloaded here: [MKSCB Safer Recruitment Guidance, 2014](#)

The MKSCB Safer Workforce Practice Checklist was also revised in December 2014, and was developed to assist those who may be involved in the recruitment process: [MKSCB Safer Recruitment Checklist, 2014](#)

Inter-Agency LADO Practice Guidance (2016)

Inter-agency LADO Practice Guidance has been developed in 2014 and updated in 2016 to support decision-making in cases where there are safeguarding concerns about people who work with children. The guidance can be downloaded here: <http://mkscb.org/wp-content/uploads/2016/06/MK-LADO-Practice-Guidance-V3-27.04.2016.pdf>

See more at: <http://www.mkscb.org/policy-procedures/>

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

Appendix A

Dear all

It is a legal requirement that ALL staff working at Olney Infant Academy have read and understood part one of the 'Keeping children Safe in Education' (September 2021) document.

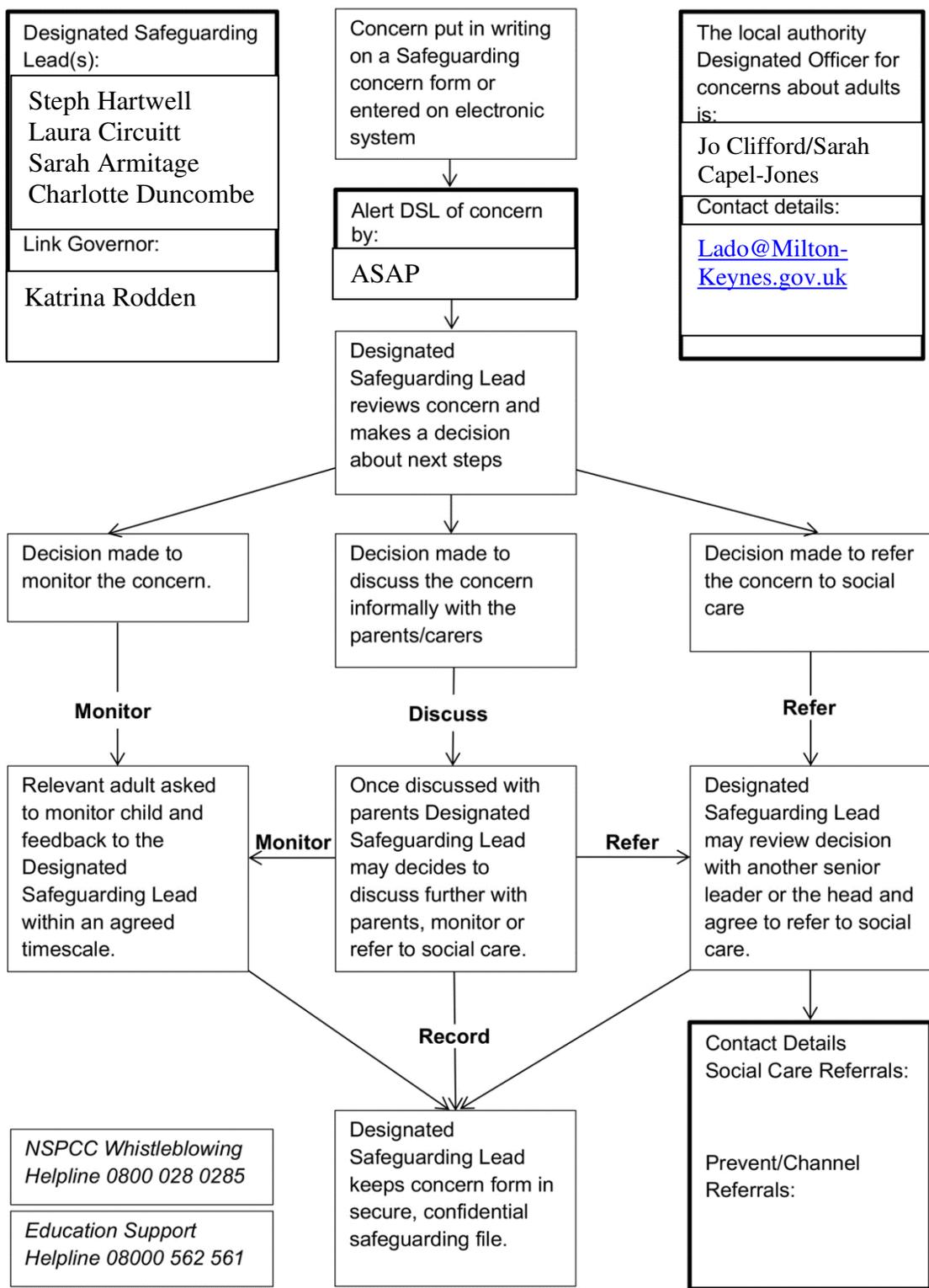
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

It is essential that you are aware of the process for reporting disclosures and recognise that safeguarding is everyone's business. Please collect your KCSIE booklet and sign to say that you have read and understood part one by **Friday 24th September 2021**. **A copy of this with signatures will be kept by the DSL.**

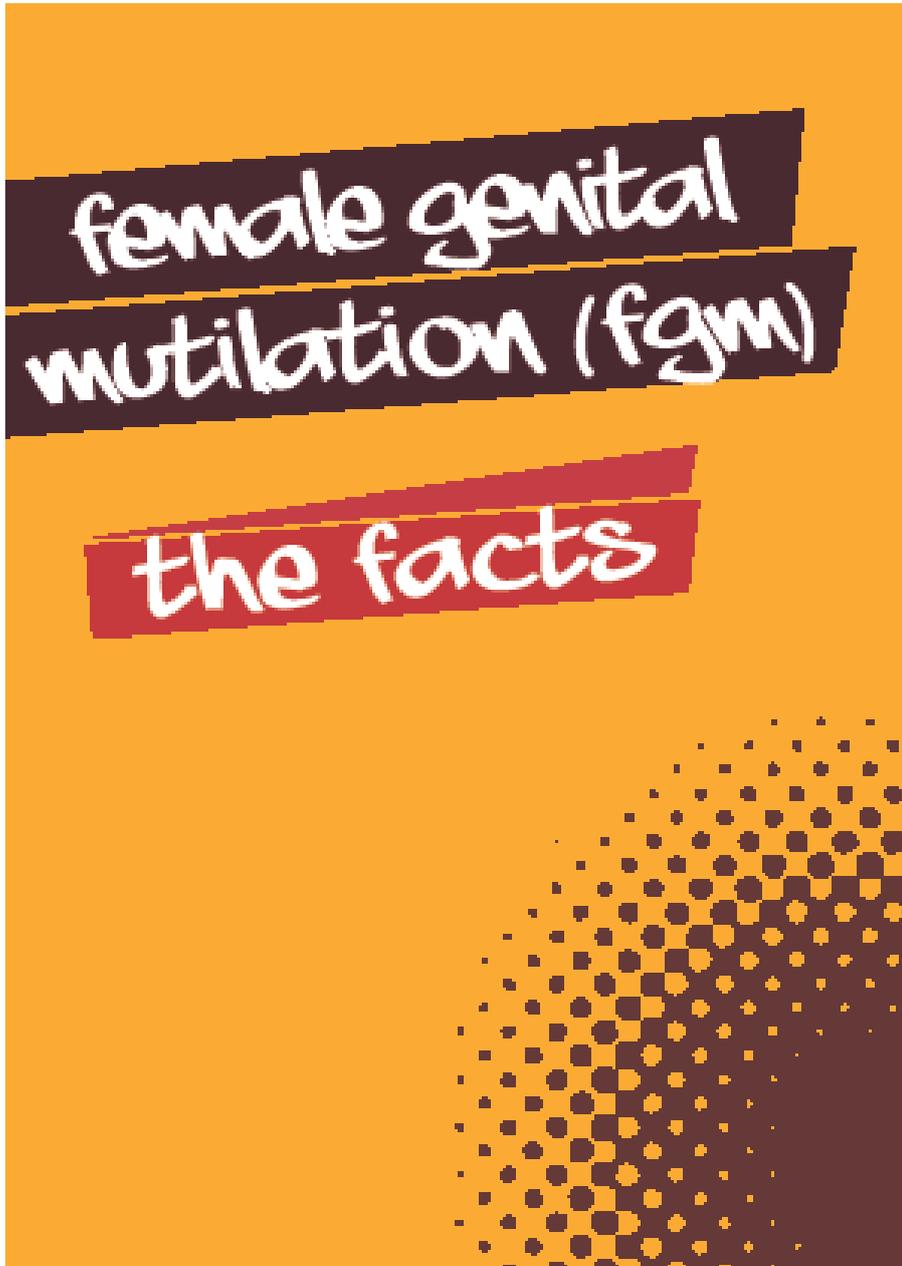
Steph Hartwell *Designated Safeguarding Lead*

Name		Signature		Name		Signature	

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix C – Double click to open FGM guide



Appendix D – Double click to open CSE guide

Child Sexual Exploitation

Children and young people under the age of sixteen cannot, by law, consent to sexual intercourse and anyone engaging in sexual activity with a child under the age of sixteen is committing an offence. Although the age of consent is sixteen, it is illegal for those under eighteen to be paid for sexual services in money or in kind. All children involved in sexual exploitation should be treated as victims of abuse, even those aged between 16 and 18. Concern that a child, young person or vulnerable adult may be involved in sexual exploitation or at risk of being drawn into it should always initiate action to ensure child's safety and welfare.

Definition:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

National Working Group for Sexually Exploited Children
and Young People 2008

Although the definition of sexual exploitation is long and detailed, in essence such abuse is characterised by children and young people receiving goods, favours or money in return for sexual activities. In all such exploitation, the balance of power remains with the abuser(s) through age, intellect or resources.

Appendix E – Children missing in education procedures

If a child goes missing whilst in school care the member of staff in charge may take the following action:

- Gather all the children safely together and take the register/ head count to ensure that no other child is missing
- Conduct an initial sweep of the immediate area without causing panic amongst the other children, and/or leaving the children alone at any time
- When it is confirmed that a child is missing, the person in charge at that time should call for additional help from one of the following members of staff: the Principal and/or the Primary DSL
- Maintain all staff ratios
- Instigate a more thorough search of the premises and immediate surrounding area
- Advise Reception of a missing child so that all staff in the school can check their immediate area and that a wider search of the grounds can be carried out (buildings included)
- Contact should be maintained at all times with a senior member of staff
- If after 15 minutes the child is still not found, telephone contact should be made with a member of the Senior Leadership team who will then make contact with the child's parents/guardians and the police. A full search should then be carried out.
- Children missing school should be viewed as a vital warning sign for a potential safeguarding issue, i.e. child sexual exploitation, forced marriage, etc.

Procedure once the child is located

- When a missing child has been located, all those previously notified (parents, police, SLT, Governors) must be notified immediately.
- Once the child has been found, a full written report of the incident is recorded in the child's file by the member of staff who was responsible for the child at the time that they disappeared and an investigation into the incident will be carried out by the Principal/member of the Senior Leadership Team. The incident report will detail:
 - The date and time of the incident
 - Which staff/children were in the group to which the missing child belonged
 - When the missing child was last seen
 - The estimated time that the child went missing
 - Circumstances surrounding the child's disappearance – what was the child doing/saying prior to going missing
- If the incident warrants police investigation, all staff are required to co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Care may be involved if it seems likely that there is a child protection issue to address.

Possible Procedure should a child not be collected from school:

Should this situation arise, the staff member in charge should take the following action:

- Check with the office whether the parent/carer has telephoned and left instructions or an estimated time of arrival.
- If no contact has been made by the parent/carer, the office staff will attempt to contact the parent/carer and the emergency contact by telephone. At least two contact numbers are each for each child.

- Where appropriate, a member of staff will sensitively ask the child whether there is a reason that could account for their parent/carer being late.
- Where appropriate, a member of staff will ask the child if they have any additional contact information.
- School will continue to try and contact the parent/carer and the emergency contact/s.
- If contact cannot be made with the parent/carer or the emergency contact/s by 5 p.m., school will contact the children's social care service of Milton Keynes Council.
- In an emergency – when the child has not been collected and multiple attempts to contact parents/carer have failed - school will contact the police.

Further information on a child missing from education as stated within Keeping Children Safe in Education 2021:

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools- The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education. It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education. Schools should monitor attendance and address it when it is poor or irregular.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of **10 school days** or more, at such intervals as are agreed between the school and the local authority. Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;

- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided. Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, 15 as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided. A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹⁶ the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown.

Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns. It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not

receiving an education and who might be at risk of being harmed, exploited or radicalised. The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves.

All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school.

Independent schools can be given access to school2school by the department. The school2school website also contains a searchable area, commonly referred to as the ‘Lost Pupil Database’, where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.