



MILTON KEYNES EDUCATION TRUST

WALTON HIGH

Safeguarding

and

Child Protection Policy

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KEY CONTACTS

Contact should be made through the school on 01908 677954

Executive Principal	Michelle Currie
Principal	Sharon Alexander
Senior Designated Safeguarding Lead	Ann Purser (Pastoral Director)
Designated Safeguarding Lead	Dawn Bolam (Vice Principal)
Deputy Designated Safeguarding Lead	Carl Beaney (Student and Family Support Adviser)
Safeguarding Officers	Linda Murphy (Pastoral Leader, Brooklands) Deb Cloke (Pastoral Leader, Walnut Tree) Josh Read (Student Support and Safety Coordinator)
Safeguarding Team	Diane Wheeler (Pastoral Assistant P16) Morne Van Niekerk (Technical Services Manager)
CSE, FGM	Ann Purser
LAC	Alistair Laverty (Assistant Principal, Brooklands) Ben Butlin (Assistant Principal, Walnut Tree)
Online Safety, Prevent	Josh Read
Mental Health	Ann Purser Dawn Bolam Carl Beaney
Chair of Governing Body	Ayser Asif
Designated Governor for Safeguarding	To be confirmed

1. Safeguarding statement

Safeguarding is everybody's business. Walton High is committed to ensuring that all our children and young people are safe and feel safe; that children, parents and carers, and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or at risk of, harm. We expect everyone who works in our school to share this commitment.

This policy applies to all adults, including volunteers, working in or on behalf of Walton High.

2. General principles

Nothing is more important than children's welfare. Children (defined as anyone who has not yet reached their eighteenth birthday) who need help and protection deserve high quality and effective support as soon as a need is identified. (Working Together to Safeguard Children, 2018).

At Walton High students 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.

Schools and all school staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this effectively, all professionals should make sure their approach is child centred. This means they should consider, at all times, what is in the best interests of the child.

Walton High will ensure that there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. Staff (and other adults working for or on behalf of the school) will receive appropriate child protection and safeguarding training to ensure they are aware of their roles in the early recognition of abuse or neglect and the appropriate procedures to follow. In addition, all staff will receive safeguarding and child protection updates (via email, bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. We will ensure that arrangements are in place to safeguard and promote the welfare of children and young people, regardless of any barriers they may face, by:

- Ensuring that the welfare of the child is paramount
- Ensuring that all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged and vulnerable (including children who have SEND, EAL, are Young Carers, are known

to be living in difficult situations, are at risk of FGM, exploitation or radicalisation, are risk due to their own or a family member's mental health needs)

- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- Monitoring and supporting children and young people who are in care, previously in care, subject to child protection plans or have a social worker, and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals

3. Legislation and guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

In order to safeguard and promote the welfare of children and young people this policy is also based on the following legislation:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting and interview to be trained in safer recruitment
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Education \(Pupil Information\) \(England\) Regulations 2005 \(Amended 2016\)](#)
- [Serious Crime Act \(2015\)](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regard to safeguarding and supporting girls affected by FGM
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Children and Social Work Act 2017](#)
- Milton Keynes Safeguarding Children Partnership (MKSCP), now part of MK Together [MK Together policy and procedures](#)

All staff must, as a minimum, read part 1 and Annex A of [Keeping Children safe in Education \(2020\)](#) which summarises the full document, and be able to demonstrate that they have understood the contents.

The following three safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Definitions

Safeguarding: Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- protecting children from maltreatment
- preventing the impairment of the health or development of children’s mental and physical health or development
- ensuring that they grow up in circumstances consistent with the provision of safe and effective care
- 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.

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

5. Roles and responsibilities

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

The Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are defined in a job description that is in line with Keeping Children Safe in Education, 2020.

The Designated Safeguarding Lead 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.

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

Details of contact names and arrangements for out of hours/out of term activities are provided to Children’s Social Care.

Designated Safeguarding Lead responsibilities

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2020. 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 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, 2020; to advise other staff; and to offer support to those requiring this
- Undertaking specialist child protection training, 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 Partnership ([MK Together](#)) 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
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- 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

Work with others

- Act as a point of contact with the three safeguarding partners
- Liaison with the Principal to provide information on ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaison with "case managers" and the LADO on cases which concern a staff member
- Liaison with staff (particularly pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding and whether to make a referral
- Act as a source of support, advice and expertise for all staff

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
- Have a working knowledge of how local authorities conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff as part of their induction
- Be alert to the specific needs of 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 child 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, as well as a culture of "it could happen here"
- Be able to recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support SEND children to stay safe online
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college

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 as a minimum 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 Partnership (MK Together) to make sure staff are aware of training opportunities and the latest local policies on safeguarding

All staff responsibilities

- Induction training: all staff members, including the Principal (if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including the child protection policy, the behaviour policy and staff code of conduct
 - Keeping Children Safe in Education Part 1 and Annex A of [Keeping Children Safe in Education \(2020\)](#)
 - [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.
 - The role of the Designated Safeguarding Lead and any deputies
 - The safeguarding response to children who go missing from education [Children Missing Education 2016](#)
- To read and understand Part 1 and Annex A of Keeping Children Safe in Education, 2020.
- 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 18 to the police
- To be aware of how to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding processes and what to do if concerns are not addressed
- To be aware of the early help process and understand their role in it
- To be aware of the referral process to Children's Social Care and the role they might be expected to play in assessments
- To know what to do if a child tells them that he/she is being abused or neglected

If a student begins to confide any matter involving alleged abuse, or neglect, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- Don't make any promises to the student
- Don't reveal your own feelings
- Stay calm and re-assuring
- Explain that you cannot promise to keep what they tell you as a secret - you have a duty to inform the DSL
- Do not press for details or ask leading questions
- Ask if they have told anyone else
- Assure the student that they have done the right thing
- Write a detailed account, using the student's own words, dated, timed and signed
- Inform the DSL or DDSL
- Upload the detailed account to MyConcern as this may be needed as evidence in court

It is important to listen to the student and not interrupt while he or she is freely recalling significant events and to make a note of all that is said, which is to be passed to the designated member of staff. Staff should also be aware that noted recordings of the discussion may need to be used in any subsequent court proceedings and may be made available to the student's parents/carers at the Child Protection conference.

If a child is suffering or likely to suffer harm, or is in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

You can report child abuse to the Milton Keynes Multi-Agency Support Hub (MASH) by calling 01908 525169/70 or by using this link:

<https://www.milton-keynes.gov.uk/children-young-people-families/children-s-social-care/worried-about-a-child>

The welfare of the student is paramount; therefore all situations must be treated with sensitivity. Staff must maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL or DDSL and Children's Social Care.

Principal's responsibility

The Principal will ensure that:

- Staff are fully aware of Walton High's safeguarding and child protection policies and that these policies are fully implemented
- The designated safeguarding lead is given sufficient support, time and resources to carry out their responsibilities
- Staff are released to attend child protection conferences, professionals meetings, team around the family meetings, core group meetings and any other meetings held to discuss potential safeguarding issues concerning students at the school
- Safe recruitment practice is followed in all cases whenever recruiting to all paid or unpaid volunteer posts
- Appropriate DBS checks are completed, including section 128 provision checks for all staff involved in the management of the school which may be considered to include any teaching positions on the senior leadership team, any teaching positions that carry a department headship, any non-teaching staff who are part of the senior leadership team as well as Governors, Trustees, Directors and the Principal
- Referral is made to the disclosure and barring service where there are concerns that a person has caused harm or poses a future risk of harm to children and as a consequence has been dismissed or has resigned
- Walton High offers a safe environment for staff and students to raise concerns about poor or unsafe practice
- Appropriate action is taken whenever an allegation is made against a member of staff
- Allegations should be referred to the LADO within 24 hours of the school being made aware
- In conjunction with the Designated Lead for Safeguarding, complete an annual safeguarding audit, which will be submitted electronically to the MK Together Partnership within the notified timeframe
- Audit outcomes are shared with the Governing Board and will form the basis of the school's own Annual Report to Governors which details key actions to be taken as a result of the audit - actions to be included in the school's development planning

Governing Body responsibilities

Governing Boards 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, 2020 – Part 2

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 Principal, 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 as a minimum, together with a staff code of conduct
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2020 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 MK Together 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
- Ensuring that there is a nominated governor for safeguarding children on the Governing Board

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

6. Reporting and record keeping

All safeguarding discussions, decisions made and the reasons for the decisions, must be recorded on the secure electronic platform, MyConcern. Confidential information and records will be stored on this platform or in locked filing cabinets and are only accessible to members of the safeguarding team.

When an individual concern, or incident is seen by, or brought to the attention of, a member of staff it is reported using MyConcern. This automatically raises a notification email to the DSL team in the school, who will action early help intervention/advice for the student and/or family. When considering appropriate actions, the views and wishes of the child are taken into account, but staff will be alert to the dangers of colluding with secrets and they must report safeguarding concerns.

All staff are trained to use and report concerns using MyConcern. Reports should be objective and based on evidence and should distinguish between fact, observation, allegation and opinion. The note should record the time, place and people present as well as what was said. Supporting evidence (letters, student's work, and student statements, meeting minutes, including those from Children's Social Care) can be uploaded to specific cases. 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 DSL and the DDSs have access to all information relating to students held on MyConcern.

If a referral is determined as the appropriate action, the DSL will either contact MASH (Multi-Agency Safeguarding Hub) for telephone advice from the duty desk team, or complete a MARF (Multi-Agency Referral Form) and/or a CAF (Common Assessment Framework Form) and send it via secure electronic mail to MASH. MASH will determine the level of need and appropriate agency interventions.

Multi-Agency Safeguarding Hub (MASH): 01908 253168 or 01908 253170

Emergency Social Work Team (out of hours): 01908 265545

Email: children@milton-keynes.gov.uk

The DSL team must normally ensure contact is made with a parent/carer to obtain consent before a referral is made. However, if the concern involves alleged or suspected child sexual abuse, honour based violence, fabricated or induced illness or where the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral. Rationale of this decision must be noted on the referral form.

The DSL team must be confident to challenge decisions made by MASH and other agencies if they feel that a child remains in need, or at risk.

Any child protection referral process should not delay any administration of first aid or emergency medical assistance. If a child is thought to be at immediate risk, perhaps because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child from the school, urgent Police involvement will be requested.

A referral must be made to Children's Social Care and/or the Police in all suspected incidents where:

- child sustains physical injury or is distressed as a result of reported chastisement, or
- alleges that they have been chastised by the use of an implement or substance, or

- there is evidence to suggest that the child is suffering/has suffered through Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Domestic Abuse or Child Abuse through faith or belief

If a staff member has any suspicion that any of these incidents listed may have occurred, they must report this immediately to the DSLs.

Whilst students are participating in trips and visits, including residential trips, Walton High's Safeguarding and Child Protection Policy will apply. Direct contact details of the DSL or a senior member of staff will be available for direct reporting or advice whilst on the trip.

7. Transfer of files

When students transfer to another school or educational setting, any records relating to child protection or welfare issues should be sent to the receiving establishment as soon as possible. This applies to school transfers at the end of a phase and at other times throughout the school year. This file should be transferred separately from the main student file. Files will be transferred electronically between schools using MyConcern.

When students are dual registered (e.g. on roll at a mainstream school but receiving education in another establishment), any existing safeguarding or child protection concerns will be shared with the new establishment to ensure appropriate risk assessment and support.

Child protection record must be transferred at each stage of a child's education, up until 18 and, in some cases, beyond this. The responsibility for transfer of records lies with the originating setting as the receiving school might not be aware that child protection concerns exist.

When a student joins the school in-year, a letter is sent to the previous school for confirmation of any child protection and safeguarding records or concerns. A receipt is retained and dated.

8. When to be concerned

At Walton High we operate a child-centred and coordinated approach to safeguarding. This means that child protection, safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff will ensure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their 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.

If a student discloses that they have witnessed domestic abuse, or it is suspected that there may be incidents of domestic abuse within the family, this should be reported to the DSL or the DDSL as a safeguarding concern.

Vulnerable students

Any incidents concerning a student who is a **Looked After Child** or subject to a **Child in Need or Child Protection Plan** must be reported immediately to the DSL who will raise this with the social worker.

At Walton High, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than other students. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have a social worker. We work closely with social workers and family support teams to ensure students receive support to promote their welfare.

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.

Children who may require early help

Early help means providing support as soon as a problem arises to assist families and young people before their needs become acute and social care or other specialist intervention may be necessary. 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 DSL, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional.

All adults working at Walton High need to be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child.

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 child protection and 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

Additional barriers can exist when recognising abuse and neglect in this group of children which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers and difficulties
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

9. Safer recruitment

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

- Ensuring the Principal, other staff responsible for recruitment and one member of the governing body completes safer recruitment training

- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers
- Ensuring written recruitment and selection policies and procedures are in place
- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that volunteers are appropriately supervised
- Ensuring that at least one person on any appointment panel is safer recruitment trained

Walton High is compliant with guidance contained in Keeping Children Safe in Education, 2020 – Part 3 and in local procedures for managing safer recruitment processes, which are set out in Milton Keynes Safeguarding Children Partnership (MKSCP)

Safe working practice

Walton High has developed a clear Code of Conduct that staff understand and have agreed to. The Code of Conduct offers guidance to staff on the way they should behave when working with children.

Training, Inductions and Information

All staff receive an outline of child protection procedures in September each year. Newly qualified teachers and all new staff receive an induction about safeguarding and child protection. This includes Walton High's procedures in dealing with concerns and the staff Code of Conduct. All staff are required to read and understand Part One and Annex A of Keeping Children Safe in Education 2020

10. Information sharing and confidentiality

Safeguarding children raises issues of confidentiality that must be understood by staff and volunteers.

The school recognises that all matters relating to child protection and safeguarding are confidential; generally, information will only be shared with other professionals and agencies with the family's consent. If the child is under 12, consent to share information about them must be obtained from parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- National guidance can be found in [Information sharing: advice for practitioners providing safeguarding services 2018](#)
- If staff are in any doubt about sharing information, they should speak to the DSL or deputy

Where a child is at risk of suffering significant harm, schools and settings have a legal duty to share this information with Children's Social Care and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by CSC.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.

Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child or the child is a flight risk. Before taking this step, the school will consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child. The school will seek advice on this matter from the MASH team. Safeguarding ALWAYS overrides confidentiality: the welfare of the child is paramount.

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated member of staff or seek advice from the MASH.

The DSL and safeguarding team, will maintain a list of key contacts within the Local Authority including the MASH and LADO; and the police may be able to advise on who to contact.

11. The use of school premises by other organisations

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

12. Concerns about a staff member, supply teacher or volunteer

Walton High recognises that it is possible for an adult employed or volunteering at the school to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the Principal or DSL
- where there are concerns/allegations about the Principal, this should be referred to the chair of governors

Upon notification of an allegation against a member of staff (as outlined above) the Local Area Designated Officer (LADO) must be informed within one working day. This is a difficult and sensitive area to address. However, all allegations have to be taken seriously.

Staff should refer to the Whistleblowing Policy for more information.

Keeping Children Safe in Education, 2020 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.

Walton High is guided by local procedures for managing allegations against staff, supply teachers and volunteers.

13. Specific safeguarding issues

All staff should be aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Specific safeguarding issues include:

- Abuse and neglect
- Mental health
- Peer on peer abuse
- Sexting
- Sexual violence and sexual harassment between children in schools
- Children Missing from Education
- Child Sexual Exploitation and Child Criminal Exploitation
- 'Honour-based Abuse, including Female Genital Mutilation and Forced Marriage
- Preventing radicalisation
- Homelessness

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children not connected with the school. Assessments of children should consider whether wider environmental factors are present in the child's life that are a threat to their safety and/or welfare. This is known as contextual safeguarding.

Abuse and neglect

Knowing what to look for 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 DSL (or deputy).

All staff should 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 should 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 DSL (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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 in education.

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.

Mental health

All staff at Walton High 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.

Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a student that may also be a safeguarding concern, they should raise the issue by informing the DSL or deputy.

Supporting students with mental health conditions

Walton High is committed to supporting children with mental health conditions to ensure they are able to fully access the school's curriculum and go on to live happy and fulfilled lives.

Through the school's PSHE programme, students are made aware of how to live healthy lives to ensure both their physical and mental wellbeing.

Walton High can become aware of students with mental health issues in a number of different ways:

- Students express a wish to access support themselves
- Staff observations of concerning behaviour or through conversation with students
- Parents contact Walton High for advice or to inform us of their child's situation
- External agencies are involved and contact Walton High to discuss the situation or in-school support

The support at Walton High includes:

Tutors

As Tutors have daily contact with their tutor group, it is sometimes appropriate for them to offer basic support. Tutors deliver the school's PSHE programme which addresses issues surround mental health and wellbeing.

Pastoral Team

The Pastoral Team works closely with students displaying signs of anxiety or distress. This may involve one to one sessions to talk through difficulties and identify strategies that students may find helpful. Students presenting with these difficulties are brought to the attention of the Pastoral Director/Designated Safeguarding Lead and the Student and Family Support Advisor to ensure that their situation is being closely monitored and can be referred for further action when necessary.

Educational Psychologist

The Trust's Educational Psychologist provides support for students as well as advice and guidance for staff and parents.

Student and Family Support Advisor (SAFSA)

The Student and Family Support Advisor has a caseload of students that are seen on a one-to-one basis but also provides four weekly drop-ins for students to drop in for advice, support or guidance. The SAFSA also works closely with the Pastoral Director to manage referrals and explore options for accessing external agencies where appropriate.

Peer on peer abuse

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting – the taking and sharing of self-generated sexual imagery.

Abuse will never be tolerated or passed off as ‘banter’ or ‘just having a laugh’. At Walton High we will not tolerate this sort of behaviour and all allegations will be investigated robustly. Procedures are clearly explained in other school policies which contribute to our safeguarding responsibilities. 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.

‘Up skirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards girls, and initiation or hazing type violence towards boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by speaking to a member of the pastoral team.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexting

The school will follow the approach based on guidance from the UK Council for Child Internet Safety for all staff [Sexting guidance](#) and [Sexting in schools and colleges](#). If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will make a decision about the next steps. This will depend on whether there is an immediate risk to student(s) and if a referral needs to be made to the police and/or Children's Social Care. In most cases parents will be informed at an early stage and involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. This will include interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

If it is necessary to refer an incident to the police, this will be done through a safer schools officer or by dialling 101

All sexting incidents and the decisions made in responding to them will be recorded on MyConcern.

Sexual violence and sexual harassment between children in schools

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. At Walton High there are procedures outlined in the attendance policy for addressing unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The school will make every attempt to ensure parents provide at least two emergency contacts for their child.

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.

<http://mkscb.procedures.org.uk/ykylg/assessing-need-and-providing-help/additional-practice-guidance/children-missing-from-education>

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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 be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. 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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in [Home Office guidance](#)

'Honour-based Abuse'

So-called '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. If in any doubts staff should speak to the Designated Safeguarding Lead. Professionals and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has a good reason not to, they should discuss any such case with the school's Designated Safeguarding Lead who will involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or where the woman is 18 or over. In these cases, teachers should follow school safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. [MKSCB Forced Marriage guidance](#)

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, 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.

Prevent

From 1 July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The statutory [Revised Prevent duty guidance: for England and Wales](#) (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty
- Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk
- Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools

Channel

Staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. Channel panels are chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Domestic abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic and/or violence can have a serious, long lasting emotional and psychological impact on children. <http://mkscb.procedures.org.uk/ykylh/assessing-need-and-providing-help/additional-practice-guidance/domestic-abuse>

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DDSs should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

14. Cross reference to other school policies

Walton High recognises that a number of other school policies and procedures form part of the wider Safeguarding and Child Welfare agenda and therefore this Child Protection Policy should be read in conjunction with other relevant school policies and documents.

15. Policy review

The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice. Also for ensuring that the school maintains an up to date list of key contacts and related policy and procedures are kept up to date. This policy will be updated annually unless otherwise required due to new legislation.

16. Contacts and further information

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

Multi-Agency Safeguarding Hub (MASH)

Tel: 01908 253169 or 253170 during office hours or,

Emergency Social Work Team 01908 265545 out of office hours

Email: children@milton-keynes.gov.uk

For allegations about people who work with children:

Contact the MASH as above or,

Local Authority Designated Office (LADO)

Tel: 01908 254300

email: lado@milton-keynes.gov.uk

If in doubt – consult.

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
01908 265545 out of office hours (Emergency Social Work Team)
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.

If you are worried about a child and need advice the NSPCC helpline can be contacted on 0808 800 5000