



Russell Street School

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Child Protection Policy

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1 INDUCTION AND SAFEGUARDING CHILD PROTECTION

Russell Street School is committed to providing Early Help, Safeguarding and Child Protection in order to promote the welfare of all its pupils. Governors expect all staff and volunteers to share this commitment.

Schools and their staff are an important part of the wider safeguarding system for children. Staff are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. This system is described in the statutory guidance Working Together to Safeguard Children 2018.

All schools are required to have a Safeguarding and Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Russell Street School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies. We require all adults to maintain an open mind and attitude of 'It could happen here' where safeguarding is concerned. We will also act in the best interest of the child.

Russell Street School believes that a range of other school policies are central to many aspects of the School's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our policies and procedures which are referenced throughout this policy.

- Attendance Policy
- Behaviour Policy
- E-Safety
- Health and Safety (Statements and Risk Assessments)
- Risk Assessments
- Safer Recruitment Policy
- Code of Conduct
- First Aid Policy
- Equality Policy / Accessibility
- Complaints Policy
- Whistleblowing Policy
- Supporting Children with Medical Conditions Policy
- Intimate Care Policy
- Inclusion Policy
- GDPR

The Designated Safeguarding Lead (DSL)

- The DSL takes lead responsibility for child protection and wider safeguarding.
 - If the DSL or DDSL(s) are unavailable you must contact: a member of SLT
- Also see Keeping Children Safe in Education Annex C: Role of the designated safeguarding lead.

2 DEFINITION

Safeguarding and promoting the welfare of children for the purposes of this policy is defined as per Keeping Children Safe in Education September 2021.

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

'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

'Parent' refers to birth parent and other adults in a parenting role for example adoptive parents, step parents and foster carers.

'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, contract staff, governors, volunteers.

The definition child includes everyone under the age of 18.

3 THE LOCAL CONTEXT

MK Together is the Safeguarding Partnership in Milton Keynes. The current priorities are:

Mental health

Child Poverty

Domestic abuse

Violence crime

Hate crime

Russell Street School plays an active role in multi-agency approaches including networking meetings and sharing collaborative working with the school nurse, local policing team.

Safeguarding and Child Protection Policy

All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn.

All staff must be clear about our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education.

To this end the Russell Street School will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction. If staff have any concerns about a child's welfare, they should act on them immediately.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

All staff must be aware of the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL or (deputy DSL), and sharing information with other professionals to support early identification and assessment.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know who the Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads are in each of the schools.

All Designated Safeguarding Leads have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities.

There is a Lead Safeguarding Governor for the School.

All staff will receive appropriate training during their induction period (including online safety), and regularly thereafter in order that they are equipped with the skills needed to keep children safe.

Russell Street School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

For details of the role of the Governing Body, please see the Governance Handbook Governance Handbook and Competency Framework, DFE 2017.

Everyone must read:

- Keeping Children Safe in Education Part One or Annex B (2021)
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Staff code of conduct

All concerns should be discussed with Designated Safeguarding Lead (DSL and Deputy DSL as they are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

All staff must speak to the DSL and follow the Safeguarding and Child Protection policy if staff have concerns about a child.

Early help cases will generally be led by the DSL.

Assessments of children will be considered with wider environmental factors which are present in a child's life that are a threat to their safety and/or welfare ("contextual safeguarding").

Russell Street staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school 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.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff should make sure that their approach is child-centred. This means that they must consider, at all times, what is in the best interests of the child as safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

All staff are expected to read and agree that they will adhere to all expectations outlined in this policy and Keeping Children Safe in Education September 2020 part 1 or Annex B. This agreement will be recorded and monitored.

Russell Street School understands that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. To this end Russell Street School will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff will receive safeguarding and child protection updates, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4 SAFEGUARDING CHILDREN IN SCHOOL

Providing a Safe Environment.

Parents and carers must feel secure in the knowledge that their children are safe when attending school. We keep children safe and teach them skills to keep themselves safe by:

- Promoting a caring, safe and positive environment within the school.
Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken.
- Ensure that our staff are fully inducted and comply with the school's staff behaviour/ code of conduct policy.
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help.
- Working in partnership with all other services and agencies involved in the safeguarding of children.
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school.
- Welcoming visitors in a safe and secure manner.
- Undertaking risk assessments when planning out of school activities or trips.
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.
- Ensuring that all parents and carers know who to contact if they have any concerns.
- As part of providing a broad and balanced curriculum children are taught about safeguarding, including online safety, through teaching and learning opportunities. This will include covering relevant issues through Personal, Social and Health Education (PSHE) iSAFE.

5 MOBLIE PHONES AND CAMERAS

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones must remain in their bags or lockers during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow GDPR (May 2018) when taking and storing photos and recordings for use in the school.

6 VISITORS

All visitors will be required to verify their identity to the satisfaction of staff, by signing using the Digigreet system.

Mobile phone(s) must not be used in school.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

7 HEALTH AND SAFETY

We have a Health & Safety Policy, which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

8 Keeping Children Safe: Early Help, Safeguarding and Child Protection - Responding to Concerns

All children at Russell Street School must be able to place their confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff must:

Listen to what the child is saying without interruption and without asking leading questions.
Respect the child's right to privacy but not promise confidentiality.
Reassure the child that he/she has done the right thing in telling.

Use the school's online system for reporting concerns CPOMS

Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.

Report what was / has been disclosed to the Designated lead as soon as is practicable.

Record, as soon as is practicable, what was said using the child's actual words

Note: Any staff member can make a direct referral to children's social care, but they must inform the Designated Safeguarding Lead as soon as possible. For further information regarding referrals to Children's Social Care, see (flow chart page 38)

The Designated Safeguarding Lead will:

Consider if early help can be offered to support and prevent the child or young person's needs escalating.

Assess any urgent medical needs of the child.

Consider whether the child has suffered, or is likely to suffer significant harm.

Consider contextual safeguarding.

Check if child has been subject to a child protection plan in the past.

Confirm whether any previous concerns have been raised by staff.

Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions.

Seek advice if unsure that a child protection referral should be made

The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Milton Keynes Children's Service when there are complex needs or child protection concerns.

If a referral to Children's services has not met the threshold for targeted support or statutory intervention, the Designated Safeguarding Lead will make full written record of the decision and outcome. Russell Street School will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

Early help includes;

- support meetings and relevant training for parents
- support for children with interventions, such as, Draw and Talk, Lego Play Therapy, Protective Behaviours, The Anger Gremlin
- liaison with health visitors and the school nurse
- liaison with local children's centres
- support from the Children and Family Practices Team
- support from the Inclusion and Intervention Team
- sign posting of relevant agencies and charities

9 RECOGNITION AND RESPONSE

Owing to the nature of the day-to-day relationship, children in the School have with staff; all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm.

We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

10 WHISTLEBLOWING

If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Headteacher or Designated Safeguarding Leads, or the Chair of Governors.

If you feel you're unable to talk to someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or email: help@nspcc.org.uk

10.1 CHILDREN WHO ARE PARTICULARLY VULNERABLE

Some children are more vulnerable to abuse and neglect and additional barriers exist when recognising abuse for some children. This increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to school adults or not being aware that what they are experiencing is abuse.

To ensure that all children receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- LGBTQ
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- Do not have English as a first language
- Looked after children

Also see: Safeguarding Deaf and disabled children and young people

10.2 ATTENDANCE

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

1. We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
2. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
3. We will always report a continued absence about which we have not been notified by the parent or carer to the Milton Keynes Education services if we have been unable to confirm the reasons for absence.
4. We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
5. We will always report to the Milton Keynes Education Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.
6. A home visit may be undertaken where appropriate to follow up on none school attendance, (please see attendance policy for additional information).

10.3 CHILDREN WHO HAVE A SOCIAL WORKER, HAVE A POTENTIALLY GREATER RISK OF HARM

At Russell Street School 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.

We take these needs into account when making plans to support pupils who have a social worker. At Russell Street School we ensure that the children know whom they can speak to. Children have access to individual support tailored to their needs. The DSL will share information on a need to know basis to ensure the agreed plan is adhered to.

10.4 CHILDREN WHO ARE LOOKED AFTER, WERE PREVIOUSLY LOOKED AFTER OR WHO HAVE SOCIAL WORKER

The most common reason for children becoming looked after is as a result of abuse or neglect. Children who were previously looked after potentially remain vulnerable.

Russell Street School ensures that staff have the necessary skills and understanding to keep children who are looked after and children who were previously looked after safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for children who are looked after and previously looked after and the DSL hold details of the social workers for all children who are looked after or were previously looked after; and the name and contact details of the Local Authority's virtual head for children who are looked after.

The designated teacher will work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked after children are quickly and effectively responded to.

Children with special educational needs or 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.
- 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 and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice /participation.
- Isolation.

At Russell Street School we provide extra support and attention for these children, along with ensuring any appropriate support for communication is in place, for example, working closely with a number of different professionals such as School Nurse, SEN team to ensure the needs of the children are met. It is important that early intervention is put in place, so children and parent 's have positive outcome.

10.5 BULLYING

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our bullying policy.

Also see:

Preventing and tackling bullying; Advice for head teachers, staff and governing bodies.

Cyberbullying: Advice for head teachers and school staff.

10.6 BREAST IRONING

Breast Ironing also known as Breast Flattening is a practice whereby young pubescent girls usually aged between 9 - 15 years old and from practising communities have their breasts ironed, massaged and/or pounded down through the use of hard or heated objects to delay the development of the breasts or to attempt to cause the breasts to disappear entirely.

Breast Ironing is a harmful cultural practice. There is no specific law within the UK around Breast Ironing; however, it is a form of Physical Abuse.

Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

Staff must inform the Designated Safeguarding Lead immediately if there are indicators that breast ironing may have occurred.

Also see: National FGM Centre: Breast Flattening

10.7 FEMALE GENITAL MUTILATION

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.

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 good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

Also see:

Fact Sheet: FGM (Serious Crime Act 2015) Ministry of Justice/Home Office Multi-Agency Statutory guidance on Female Genital Mutilation

FORWARD UK

Daughters of Eve, Online training (Home Office)

NSPP FGM Helpline: 0800 028 3550 or fgmhelp@nspcc.org.uk

10.8 FORCED MARRIAGE

Forcing a person into marriage is a crime. 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.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They must then report this to the DSL.

Also see: Forced Marriage

For support: Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk

10.9 CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

11. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Also see: GOV.UK: Get help with child arrangements.

11.1 CHILD CRIMINAL EXPLOITATION (CCE)

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.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people.

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

Also see: NSPCC: Criminal Exploitation and Gangs

Protecting children from criminal exploitation, human trafficking and modern slavery: an addendum Criminal Exploitation of children and vulnerable adults: County Lines guidance

11.2 CHILDREN MISSING FROM 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. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school

We will follow our procedures for unauthorised absence and for dealing with children who 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. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. Home visit's will also be undertaken where appropriate. Please see attendance policy for additional information.

11.3 CHILD SEXUAL EXPLOITATION (CSE)

Child Sexual Exploitation (CSE) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant

Also see: NSPCC: Child sexual exploitation

Department for Education: Child sexual exploitation Department for Education: Child sexual exploitation annexes

11.4 CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO: National information centre on children of offenders provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

11.5 CONTEXTUAL SAFEGUARDING

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Also see: Contextual Safeguarding

11.6 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 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). If a child is suspected to be at risk of or involved in county lines you must inform you DSL immediately.

Also see: National Crime Agency: County Lines

11.7 DOMESTIC ABUSE

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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
- Emotional

Also see: NSPCC: Domestic-abuse signs symptoms effects

Refuge: Effects of domestic violence on children

Safe Lives: Young people and domestic abuse

11.8 GANGS AND SERIOUS YOUTH VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

Also see: Preventing youth violence and gang involvement: practical advice for schools and colleges

11.9 HARMFUL SEXUAL BEHAVIOUR

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Also see: Think U Know: Recognising harmful sexual behaviour by young people
Brook sexual behaviours traffic light tool

12. HOMELESSNESS

At Russell Street School we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Children's services will be the lead agency for these young people and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

For further information: Keeping Children Safe in Education September 2021 Annex B

12.1 So-called HONOUR-BASED ABUSE (HBA)

So-called 'Honour' based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

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

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

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Forced marriage
- Being held against your will or taken somewhere you don't want to go
- Assault

If staff believe that a pupil is at risk from honour-based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the Police will be contacted. It is important that if HBV is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

12.2 PEER-ON-PEER ABUSE

Peer-on-peer abuse is most often used to mean sexual violence and sexual harassment or sexual abuse between peers. It can occur between two children of any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children.

Even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy)

At Russell Street School all staff will be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk. Sexual Behaviours Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

All staff must understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff have a responsibility 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.
- being 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. Dismissing or tolerating such behaviours risks normalising them

Peer on peer abuse is most likely to include, but may not be limited to:

- 1- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 2- abuse in intimate personal relationships between peers
- 3- physical abuse such as hitting, kicking, shaking, biting, hair pulling,

This may include an online element which facilitates, threatens and/or encourages physical abuse, sexual violence, such as rape, assault by penetration and sexual assault.

This may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be:

- Standalone or part of a broader pattern of abuse, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

12.3 PREVENTING EXTREMISM AND RADICALISATION

Russell Street School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils and adults have the right to speak freely and voice their opinions.

Extremism is views and actions that promote:

1. violence against others
2. hatred towards others
3. undermining the rights of others

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of children and young people.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

As a School we will minimise the risk of radicalisation by:-

- Providing a developmentally appropriate PSHE syllabus which develops children's understanding of fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued

If staff have a concern they must speak to DSL or DDSL and together should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. In an emergency, call 999 or the confidential terror hotline.

Also see: Keeping Children Safe in Education September 2021: Annex B Prevent Duty for England and Wales , Channel Guidance

12.4 PRIVATE FOSTERING

Russell Street School recognises that some children may be living in private fostering arrangements, and that this could make them vulnerable to harm. Many arrangements are 'hidden' and not brought to the attention of the local authority, even though it is an offence not to inform them.

Also see: Children Act 1989: private fostering

12.5 PUPIL BEHAVIOUR

We will always aim to maintain a safe and calm environment by expecting good behaviour from our children in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

1. No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
2. We will always record any occasion when physical intervention has been necessary
3. We will always notify parents or carers of any such incident

12.6 YOUTH PRODUCED IMAGERY

This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. It includes consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

Youth produced imagery does not include the sharing of sexual photos and videos of under-18-year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do in an incident involving youth produce imagery comes to your attention

- 1 – Report it to your Designated safeguarding Lead (DSL) or DDSL immediately
- 2 – Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL or DDSL.

- Do not delete the imagery or ask the young person to delete it
 - Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL / DDSL
 - Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
 - Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL
- When responding to Sexting DSL/DDSL's should follow UKCCIS guidance

12.7 UPSKIRTING

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim. It is now a criminal offence under the Voyeurism (Offences) Act 2019.

12.8 MENTAL HEALTH AND SUPPORTING CHILDREN REQUIRING MENTAL HEALTH SUPPORT

1. Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupil.
2. 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.
3. All staff should be 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.

4. Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
5. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
6. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

Also see: Department for Education: preventing and tackling bullying Department for Education: mental health and behaviour.

Public Health England: promoting children's emotional health and wellbeing.

12.9 ONLINE SAFETY

Russell Street School recognises that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school. We have a filtering system to safeguard children and adults.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Responding to an online safety incident:

1) Preserve the evidence

Note:

- If the incident involves the discovery of indecent images or videos of children, the police should always be contacted immediately for advice.
- If the incident involves unacceptable, inappropriate or potentially illegal use of schools: computer, iPad, mobile phone or camera, make sure no one else comes into contact with the equipment. Do not shut down the equipment down, but do turn the display off. Where possible lock the equipment away and seek technical advice.

2) Consider the impact of the online safety incident

- If the incident is solely against the school's Acceptable Use Policy, consider applying the consequences indicated in that policy or the overarching behaviour policy.
- If the incident is of a potentially criminal nature, the police should be contacted.
- If the incident involves an adult, the local authority Designated Officer(s) (LADO) Jo Clifford telephone 01908 254307 must be contacted for further advice (see section on "Managing allegations against staff")

Also see: UK Council for Child Internet Safety (UKCCIS)

Child Exploitation and Online Protection Centre (CEOP) Think U Know

UK Safer Internet Centre

13.1 CHILDREN AND ONLINE SAFETY WHEN EDUCATED AT HOME

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the Police.

Online teaching should follow the same principles as set out in the school code of conduct. Russell Street School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

13.2 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

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.

1. 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.
2. 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.
3. 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.
4. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
5. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
6. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The DSL or DDSL's should take a leading role and use their professional judgement, supported by other agencies, such as children's social care and the police as required.

Paragraph 52 and Annex A in the Sexual Violence and Sexual Harassment between Children in Schools and Colleges advice provides detailed information and links to resources.

Awareness

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"; and
- 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 them

13.3 RESPONDING TO REPORTS OF SEXUAL VIOLENCE OR SEXUAL HARASSMENT

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a

friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

1. The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.
2. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.
3. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
4. If staff have a concern about a child or a child makes a report to them, should act on them immediately and speak to the designated safeguarding lead.

13.4 EFFECTIVE SAFEGUARDING PROCEDURES

1. If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible
2. Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
3. Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps.
4. Staff should only share the report with those people who are necessary in order to progress it.
5. It is important that the victim understands what the next steps will be and who the report will be passed to.
6. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
7. Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
8. Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
9. Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
10. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.

13.5 Reporting a concern

1. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present).
2. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made using CPOMS; only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
3. Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

13.6 RISK ASSESSMENT

1. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.
2. The risk and needs assessment should consider:
 - The victim, especially their protection and support
 - Whether there may have been other victims
 - The alleged perpetrator(s)
 - All the other children (and if appropriate, adults) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms

Risk assessment should be recorded (electronic CPOMS) and be kept under review

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Follow full guidance: Keeping Children Safe in Education September 2021: Annex B
Department for Education: Sexual Violence and Sexual Harassment between Children in Schools and Colleges.pdf

13.7 WORKING TOGETHER WITH PARENTS AND CARERS - Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- Names and contact details of person with whom the child normally lives
- Names and contact details of all persons with parental responsibility
- Emergency contact details- more than one emergency contact number for pupils will be collected where possible
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person access to the child (e.g. Residence Order, Contact Order, injunctions etc)
- Name and contact details of child's GP
- Any other factors which may impact on the safety and welfare of the child

13.8 CONFIDENTIALITY

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information on only a "need to know" basis in order to support the child if that is necessary and appropriate.

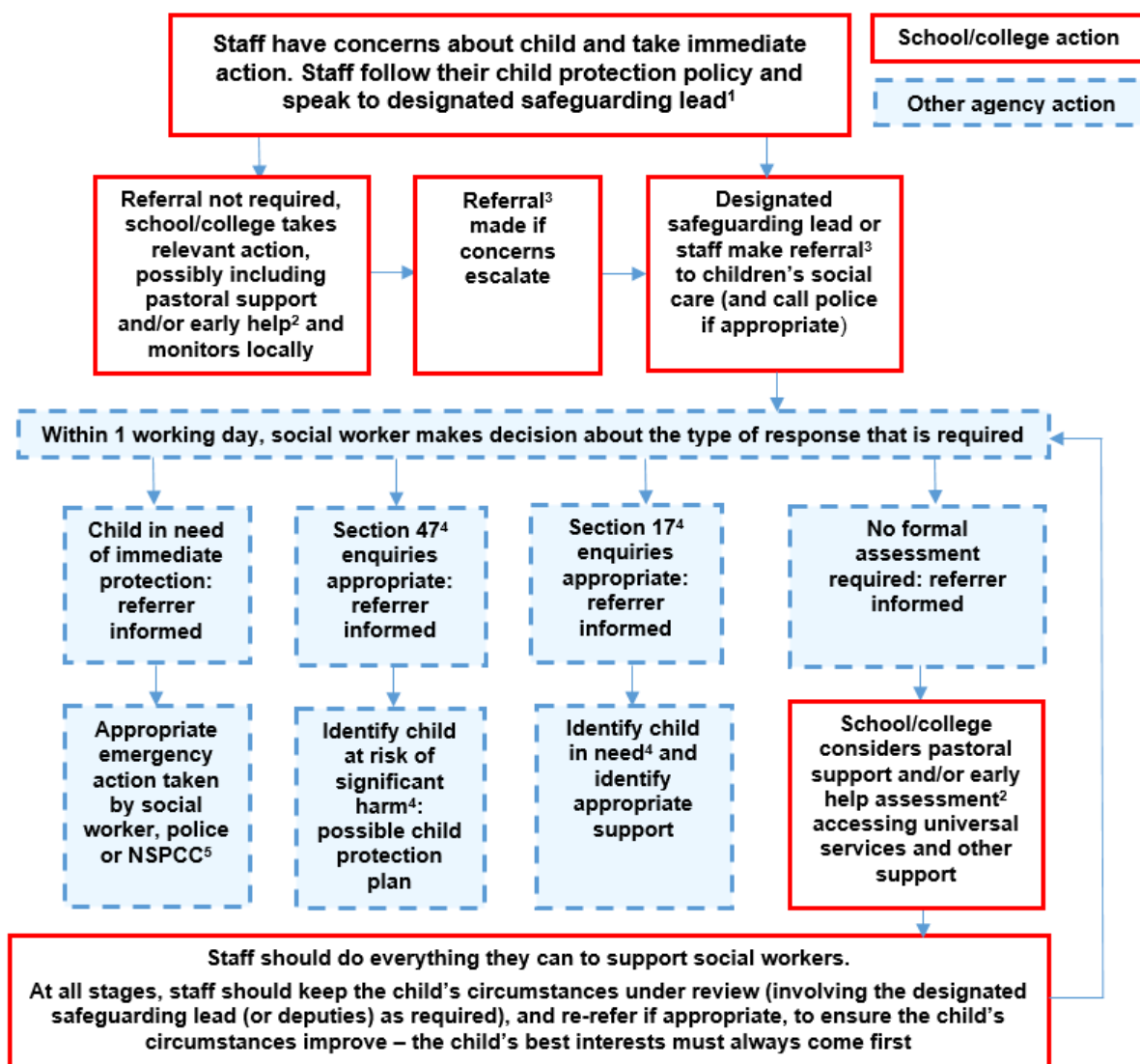
We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

13.9 REFERRALS TO PARTNER AGENCIES

if we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the

purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

⁵ This could include applying for an Emergency Protection Order (EPO).

14 INFORMATION SHARING

Information sharing is an important aspect of safeguarding children and vulnerable people. Serious Case Reviews often record that a failure to share information has been a key factor. It is important however that information is shared legally.

The duty to share information arises from: Children Act 1989 and Children Act 2004 Section 11 and General Data Protection Regulations section five; Article 23

When children are suffering or may be at risk of suffering significant harm, concerns must always be shared with children's social care or the police.

Schools should make it clear to parents that they have general duty to share information with other agencies where they have safeguarding concerns. It is good practice that schools should work in partnership with parents and carers. This means that in general schools should share information with other agencies with the parents' knowledge and consent.

If parents do not consent, the duty to refer overrides this, as the safety of the child is paramount.

Seeking consent is not required, if to do so would:

- Place a person at risk of harm (usually the child, but also family member or another person)
- Prejudice the prevention, detection or prosecution of serious crime; or
- Lead to an unjustifiable delay in making enquires

14.1 SAFER RECRUITMENT

Russell Street School is committed ensuring that all staff and volunteers working with children in the school will be recruited safely.

Russell Street School has set out a set of Safer recruitment practices to help ensure that our staff, agency staff and volunteers are suitable to work with children. It's a vital part of our commitment to creating a safe and positive environment and making a commitment to keep children safe from harm.

14.2 MANAGING ALLEGATIONS AGAINST STAFF, SUPPLY STAFF OR VOLUNTEERS

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 Headteacher, or Deputy or Designated Safeguarding Lead.

Where there are concerns / allegations about the Headteacher this should be reported to the Chair of Governors and the Designated Officer, (Jo Clifford, telephone 01908 254307)

Allegations that may meet harms threshold.

Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position or in any capacity with children in a school. Examples of such concerns could include:

- 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.

14.3 LOW LEVEL CONCERNS

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the harms threshold.

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

Being over friendly with children

Having favourites

Taking photographs of children on their mobile phone

Engaging with a child on a one to one basis in a secluded area or behind a closed door

Using inappropriate sexualised, intimidating or offensive language

14.4 MONITORING AND REVIEWING OUR POLICY AND PRACTICE.

Our Designated Lead for Safeguarding and Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Head teachers, Local Governing Bodies any weaknesses or deficiencies.

The Local Governing Bodies have a duty to remedy any weaknesses that are identified.

An annual report will be submitted to the Local Governing Bodies, and the Milton Keynes Partnership which will outline the child protection and safeguarding work that has been undertaken during the year. Names of children will not be shared.

The Local Governing Bodies, and the HeadTeachers, the Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Our Policy will be reviewed annually with the Safeguarding Governor
This policy has been reviewed in October 2021. It will be reviewed in September 2022.

14-5 Key Contacts in School and roles

Roles	Responsibilities
Headteacher / Designated Safeguarding Lead	Dawn Robinson – contact 01908 563148
Deputy DSL - Jayne Van Rooyen	Designated Prevent Lead: contact 01908 563148
Deputy DSL - Lydia Read	Designated Child Sexual Exploitation Lead (CSE): Contact 01908 563148
Deputy DSL - Lydia Read	Mental Health First Aider Contact 01908 563148
Deputy DSL – Jayne Van Rooyen	Designated LAC (Looked After children) lead: Contact 01908 563148
Alice Cottam	Designated Mental health lead: Contact 01908 563148
Deputy DSL - Shelley Jeffery	Designated lead: 01908 563148
Deputy DSL - Sonia Camp	Contact 01908 563148
Deputy DSL - Jayne Van Rooyen	Designated Online Safety Lead: Contact 01908 563148
Deputy DSL – David Thompson	Contact 01908 563148
Designated Governor for Safeguarding – Gillian Lucas	Contact 01908 563148
Designated Governor for Safer Recruitment – Gillian Lucas	Contact 01908 563148
Chair of Governing Board – Naomi Sumpter	Contact 01908 563148

14-6 CONTACTS AND FURTHER INFORMATION

To make a referral or consult regarding concerns about a child:

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

NSPCC Website www.nspcc.org.uk

Helpline Phone 0808 800 5000

Email help@nspcc.org.uk

Whistle Blowing Phone 08000280285

Email help@nspcc.org.uk

Prevent/ Channel referrals: 01908 253169. Melanie Marshman Prevent Lead

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

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 information about safeguarding training for schools and education settings contact - Leadership and Governance Services Tel: 01908 253787

For general queries regarding safeguarding, please feel free to contact the MKC Children & Families Head of Safeguarding: Tel: 01908 254307

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

<https://www.enhertscg.nhs.uk/sites/default/files/Sexual-Behaviours-Traffic-Light-Tool.pdf>

<https://www.thinkuknow.co.uk/parents/articles/Harmful-sexual-behaviour/>

Appendix 1

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2021) Paragraphs 6 - 11)

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. They may be abused by an adult or adults or 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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2 : flow chart for raising safeguarding concerns about a child

