

DELTA FEDERATION
CHILD PROTECTION POLICY

1. KEY CONTACTS IN SCHOOL/SETTING – DRAYTON PARK SCHOOL

<p>Head Teacher / Principal / senior officer and Senior Designated Safeguarding lead</p>	<p>Jo Alikhan</p> <p>Training attended for DSL: Jan 2018</p> <p>SCE: May 2016</p> <p>FGM: Jan 2017</p> <p>Prevent: Sept 2017</p>	<p>Drayton Park School</p> <p>Contact Details: 01908 375137</p>
<p>Senior Designated Safeguarding lead</p>	<p>Jo Alikhan</p>	<p>Drayton Park School</p> <p>Contact Details: 01908 375137</p>
<p>Deputy Designated Safeguarding lead operational</p>	<p>Michelle Duffin</p> <p>Training attended for DSL: Jan 2018</p> <p>SCE: May 2016</p> <p>FGM: Sept 2018</p> <p>Prevent: Sept 2018</p>	<p>Drayton Park School</p> <p>Contact Details: 01908 375137</p>

Members of Safeguarding team	Rob Morley Smith Sarah Ross	Drayton Park School Contact Details: 01908 375137
Designated e-safety lead Operational e-safety lead	Michelle Duffin Karen Hammond	Drayton Park School Contact Details: 01908 375137
Designated CSE lead	Michelle Duffin	Drayton Park School Contact Details: 01908 375137
Designated LAC (Looked After Children) lead	Sarah Ross	Drayton Park School Contact Details: 01908 375137
Chair of governing body	David Neilson	Drayton Park School Contact Details: 01908 375137
Designated governor for safeguarding	David Neilson	Drayton Park School Contact Details: 01908 375137
Designated governor for safer recruitment:	David Neilson	Drayton Park School Contact Details: 01908 375137
Designated prevent lead:	Michelle Duffin	Drayton Park School Contact Details: 01908 375137

1. KEY CONTACTS IN SCHOOL/SETTING – BROOKSWARD SCHOOL

Head Teacher / Principal / senior officer and Senior Designated Safeguarding lead	Jo Alikhan Training attended for DSL:Jan 2018 SCE:May 2016 FGM: Jan 2017 Prevent: Sept 2017	Brooksward School Contact Details: 01908 605605
Senior Designated Safeguarding lead	Abby McStraw Head of School Training attended for DSL: Nov 2018	Brooksward School Contact Details: 01908 605605
Deputy Designated Safeguarding lead operational	Michelle Duffin Training attended for DSL: Jan 2018 SCE: May 2016 FGM: Sept 2018 Prevent: Sept 2018	Brooksward School Contact Details: 01908 605605
Members of Safeguarding team	Rob Morley Smith Training attended for DSL: Nov 2018	Brooksward School Contact Details: 01908 605605
Designated e-safety lead Operational e-safety lead	Michelle Duffin Duncan McDonald	Brooksward School Contact Details: 01908 605605

Designated CSE lead	Michelle Duffin	Brooksward School Contact Details: 01908 605605
Designated LAC (Looked After Children) lead	Natalie De'Ath	Brooksward School Contact Details: 01908 605605
Chair of governing body	David Neilson	Brooksward School Contact Details: 01908 605605
Designated governor for safeguarding	David Neilson	Brooksward School Contact Details: 01908 605605
Designated governor for safer recruitment:	David Neilson	Brooksward School Contact Details: 01908 605605
Designated prevent lead:	Michelle Duffin	Brooksward School Contact Details: 01908 605605

2. SAFEGUARDING STATEMENT OUR PRINCIPLES

At Delta Federation Schools, the governors and staff fully recognise the contribution the schools make to safeguard children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help to protecting pupils from harm.

Ultimately, effective safeguarding of children can only be achieved by putting children at the center of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2018 and Keeping Children Safe in Education 2018. The elements of this policy are prevention and protection and support.

- Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers will play their full part in keeping children safe.
- The Delta Federation operates a child-centered approach: and a clear understanding of the needs, wishes, views and voices of children.
- The Delta Federation ensures that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm. (See appendix 1)

3. RESPONSIBILITIES

Leadership will have oversight of all the policies and procedures and will support staff to carry out their roles and responsibilities in an effective and collective manner and by ensuring appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

In line with the Education Act 2002, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Ensuring that pupils' development is supported in ways that will foster security, confidence and independence
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- Highlight the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- Highlight the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- Emphasises the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- Enhance relationships with agencies to ensure the safety of our pupils, in conjunction with the Milton Keynes safeguarding board.

- We will create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2018)
- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to

4. SAFEGUARDING AS A WHOLE SCHOOL FOCUS

Specific safeguarding / protection issues we raise awareness about, and support children with, include:

- Child Sexual Exploitation
- Trauma; Neglect
- Physical abuse
- Emotional abuse
- Knowledge of the signs and indicators of abuse
- Bereavement
- Bullying including cyber-bullying, including sexting
- Domestic abuse in all its forms
- Substance misuse
- Private Fostering
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Youth violence
- Mental health, children as well as carer-adults
- Radicalisation
- Special Educational Needs
- Fabricated or induced illness
- Relationship abuse
- Trafficking
- Gangs and youth violence – including the use of ‘County Lines’

To this end, this policy must be seen in light of other school policies/guidance on:

- SEND
- Personal, Social and Health Education and Sex and Relationships Education;
- Child Protection Policy (this one)
- Milton Keynes Managing allegations and concerns regarding staff in educational settings and school
- Confidentiality Policy (included in Code of Conduct)
- Policy on the administration of medicines (included in Medical Conditions policy)
- Anti-bullying policy

- Policy for the use of Restrictive Physical Intervention with children and young people (included in the Behaviour Policy)
- Drug Advice for school (included in Drugs Education Policy)
- Milton Keynes Guidance for off-site visits
- Milton Keynes Photographic Images of children guidance
- Milton Keynes Whistle Blowing Policy
- Department of Education Children missing in education guidance and local arrangements
- Milton Keynes Exclusion guidance
- Picking up and dropping off Policy (included in Security Policy)
- The role and responsibilities of the designated teacher for looked after children (Milton Keynes Virtual School Handbook)
- Young person's guide to keeping children safe
- Promoting fundamental British values as part of SMSC in Schools (Included in PSHE and Child Trafficking and Sexual Exploitation policies)
- Department of Education Keeping children safe in Education
- FGM policy (attached)
- Data Protection (updated 2018)
- Complaints Procedure
- Mental Health and Wellbeing
- Sexual Violence and Sexual Harassment between children in Schools and Colleges (DFE Guidance)

5. DEFINITIONS

Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children 2018*)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2018*).

6. LEGISLATION AND GUIDANCE

The Delta Federation adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education revised September 2018.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/K

[eeeping children safe in education.pdf](#) Keeping children safe in education - Publications - GOV.UK and any subsequently published supplementary advice, including **Childcare disqualification requirements – supplementary advice: Disqualification under the Childcare Act 2006** - Publications - GOV.UK

Keeping Children Safe in Education guidance incorporates:

- What school staff should know and do
- The role of the school
- The role of school staff
- What school staff need to know
- What school staff should look out for
- What school staff should do if they have concerns about a child
- Types of abuse and neglect
- Specific safeguarding issues
- Managing allegations and concerns about teachers and other staff
- Further information on child sexual exploitation (CSE) and female genital mutilation (FGM)
- Preventing radicalization

All organizations that work with children and young people are bound by the overarching statutory inter-agency guidance: **Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2018)**:

Working together to safeguard children - Publications - GOV.UK

7. INSPECTION FRAMEWORK

The Delta Federation notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these.

This includes the new inspection framework which comes into effect from 01 September 2015: **Common Inspection Framework: education, skills and early years** and any accompanying inspection evaluation schedules and handbooks.

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

8. LOCAL CHILD PROTECTION PROCEDURES

The Delta Federation is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) and which are based on statutory guidance *Working Together 2018*. *Milton Keynes Safeguarding Children Board procedures*

MKSCB procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance; and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics.

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

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures however we know that Safeguarding is a preventative agenda that helps children and young people to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

The Delta Federation recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings, and Team Around the Child Meetings (TAC)

9. MONITORING ATTENDANCE AND CHILDREN MISSING FROM EDUCATION

The Delta Federation knows that when a child goes missing from school it is a potential indicator of abuse or neglect, or FGM or Forced Marriage. More recently the issue of Radicalisation is also a possibility. Under Education Regulations Act (2006) the school will make 'reasonable' enquiries into the location of pupils with 20 days continuous unauthorized absence or for those who fail to return from leave of absence granted during term time. However the school will contact the parent / carer on the first day of

an absence and each day thereafter to offer support and advice. If a child is not seen after three working days, where appropriate a home visit will be undertaken.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

A referral will be made to the Child Missing Education Team in Milton Keynes to be investigated further. The school will only remove a student from roll after such enquiries have failed to locate the pupil and only in acknowledgement of the CME team.

The school reserves the right, however, to contact relevant agencies to seek advice (Children's Social Care or MASH) if any child is absent from school for more than five days without confirmation from parents. Every attempt will be made to communicate with parents to ensure the child is safe and well.

If a student's attendance falls below 90% and parents fail to provide appropriate medical evidence, the school will consider informing Children's Social Care if there are concerns that the child's absence is detrimental to their safety and well-being.

10. ROLES AND RESPONSIBILITIES – HOW WE WORK TO PROTECT CHILDREN IN OUR SCHOOL

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

The role of the designated Safeguarding Lead (DSL) operational

The DSL operational will:-

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussion and inter-agency meetings and/or support other contributions to the assessment of children
- Refer suspected cases, as appropriate to the relevant body and support staff who make such referrals directly
- Conduct risk and needs assessment as appropriate
- To liaise with the safeguarding team, including the Executive Head and Head of School, in relation to serious safeguarding issues relating to children and matters relating to staff
- To cascade information and/or deliver training for whole school as required

- Monitor and act upon notifications from Children Causing Concern team minutes, wellbeing forms or information uploaded to CPOMs
- to ensure that the child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with MKSCB multi-agency safeguarding procedures.
- ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance *Keeping Children Safe in Education*; to advise other staff; and to offer support to those requiring this.

The governance of safeguarding

The school governor body will :-

- Approve this policy at each review and hold senior leaders to account for its implementation. The GB performs a vital role in monitoring compliance and challenging the school to ensure best practice is followed
- Appoint a named Governor to monitor the implementation of this policy in conjunction with the full GB
- The GB will be provided with a yearly report on the measures they are taking to ensure compliance
- The GB must be aware of all relevant advice regarding to Safeguarding

The role of the Executive Headteacher/Head of School

The Executive Headteacher/Head of School is responsible for the implementation of this policy including:

- Ensuring staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSLs have appropriate time, funding, training and resource, and that there is always adequate cover if the DSL is absent The school

leadership team will ensure that Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly and at least every three years
- Act as the “case manager” in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Where alternative provision is in place, obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision ie. Those checks that the school would otherwise perform in respect of its own staff
- provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues. This report is provided to the Head of Safeguarding Milton Keynes Council by the end of Term 1 (January), to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB.

There are clear statutory procedures to deal with child protection concerns and it is essential that schools and settings are familiar with these and are able to implement them.

In line with this policy and procedure, the school will carry out the following:

- Identifying where there are child protection concerns (where a child may be suffering or at risk of significant harm) and referring the children and young people at the MASH (Children’s Social Care)
- Contributing to the development and monitoring of Child Protection Plans as a member of the Core Group
- Ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues
- Ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out
- Where there are concerns about a child’s development or welfare, the school should consider using the Milton Keynes Common Assessment to address these concerns with the child and its family OR referring through the MASH for additional support through Children & Families Practices.

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

Staff are provided with a full definition of significant harm and the specific indicators that may suggest a child may be at risk of suffering significant harm. Regular bulletins are given from learning from Serious Case Reviews.

Any concerns held by staff should be discussed in the **first instance with the designated member of staff (Michelle Duffin) or their deputy and advice sought on what action should be taken.**

Dealing with disclosures

If a child discloses to a member of staff that they are being abused, the member of staff should:

- Listen to what is said without displaying shock or disbelief and take seriously what the child is saying
- Allow the child to talk freely
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to Children's Social Care through the MASH
- Reassure the child that what has happened is not their fault and that they were right to tell someone
- Not ask direct questions but allow the child to tell their story
- Not pass judgment or criticise the alleged perpetrator
- Explain what will happen next and who has to be told
- Should not ask child to make a written record of the disclosure
- Make a formal record and pass this on to the designated member of staff
- Designated member of staff to consult School Head and Designated Lead before making a referral unless the harm is imminent.

Referral

A decision on whether or not to refer a child to the MASH should be made by the designated staff member or their deputy following a discussion with the member of staff who has raised concerns and consultation with the Head of School and having referred to the MKSCB Levels of Need documentation.

[http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/Final MKSCB Levels of Need October 2015.pdf](http://www.mkscb.org/mkscb-professionalsandvolunteers/documents/Final_MKSCB_Levels_of_Need_October_2015.pdf)

The Common Assessment Framework (known as CAF) is a nationally standardised approach to conducting an assessment of the needs of a child and deciding how these should be met. It is a simple assessment form used by professionals in all agencies to clarify concerns they may have about a child and it will help them to communicate and work more effectively together. This should be undertaken where:

- You believe the child will not progress towards the five Every Child Matters (2003) outcomes without additional services
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf
- The child or parent has raised concerns with us directly
- The child's needs are unclear and broader than our school alone can address
- Where a common assessment would help us identify needs and get other services to help meet needs.

Parental consent should be sought prior to the referral being made unless to seek consent would place the child or any other child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

- If the child already has an allocated Children's Social Care (CSC) social worker, the referral should be made directly to them. If the child is not already known to CSC, referrals should be made to MASH
- All referrals will be acknowledged by MASH within 24 hours and the referrer informed of what action will be taken.

Attendance at Child Protection Conferences and Core Groups

- The designated staff member will liaise with Children's Social Care to ensure that all relevant information held by the school is provided to CSC during the course of any child protection investigation.
- The designated staff member will ensure that the school is represented at Child Protection Conferences and Core Group meetings

Where possible, a member of staff who knows the child best, such as the Operational Safeguarding Lead, class teacher or Learning Mentor will attend

- Failing that, the designated staff member or their deputy will attend
- If no-one from the school can attend, the designated staff member will ensure that a report is made available prior to the conference or meeting.

Monitoring

Where a child is the subject of a Child Protection Plan and the school has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member in conjunction with the designated child protection staff member
- All information will be recorded and shared at each Conference and Core Group meeting
- The recorded information will be kept on the child's file and copies made available to all Conferences and Core Group meetings.

Record keeping

We take account of guidance issued by the DfE and ensure that we:

- Keep an updated single Central Record of Children about whom we have concerns, who are subject to Child Protection procedures and who are Looked After
- Keep written records of concerns about children, including where there is no need to refer immediately.
- All records are securely maintained of all concerns about children, including where there is no need to refer immediately.
- Ensure all records are kept securely; separate from the main pupil file.
- If a child about whom we have concerns leaves our school, the DSL makes contact with the safeguarding professional at the following school and the file is forwarded.
- No information will be shared on a memory stick.

Confidentiality and Information Sharing

- All information obtained by school staff about a child and their family is confidential and can only be shared with other professionals and agencies with the family's consent or when there are concerns about the child's safety
- If the child is under 12, consent to share information about them must be obtained from their parents or carers.
- Where a child is at risk of suffering significant harm, schools and settings have a legal duty to share this information with Children's Social Care (CSC) and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child as may be requested by CSC.
- Where appropriate, parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.

- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child, or the child is a flight risk. Before taking this step, we will consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child? **Safeguarding ALWAYS overrides confidentiality: the welfare of child is paramount.**
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff do consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff must not guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated member of staff or seek advice from Children's Social Care.

Inter-agency guidance on information-sharing is contained in the MKSCB procedures http://www.proceduresonline.com/mkscb/chapters/p_info_sharing.html

11. TRAINING

The Designated Leads for Safeguarding will undertake specialist child protection training, which will be updated at a minimum of every two years.

The Executive Head Teacher/Head of School and all staff members will undertake child protection training which is updated at a minimum of 3 yearly, in line with advice from MKSCB.

12. SAFER RECRUITMENT

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

- Ensuring the Executive Head Teacher/Head of School, 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. Keeping Children Safe in Education (DfE, 2018) introduced for the first time the need to formally risk assess volunteers who work in schools. "Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity."

The Delta Federation is compliant with guidance contained in part 3 of Keeping Children Safe in Education and in local procedures for managing safer recruitment processes, which are set out in chapter 2.7 Milton Keynes Safeguarding Children Board procedures

Safe Working Practice

The Delta Federation has developed a clear Code of Practice that staff understand and have agreed to. (*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2009* can be downloaded from the DFE archive site; whilst old, it does give some useful guidance). Safer Working Practices 2009

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

13. INFORMATION SHARING AND CONFIDENTIALITY

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only.

The Delta Federation is guided by local procedures for information sharing and confidentiality, which are set out in chapter 2.4 Milton Keynes Safeguarding Children Board procedures

14. RECORD KEEPING

Child Protection records are kept centrally and securely by the Designated Leads for Safeguarding. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child protection records must not be made in the child's academic file.

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

The Delta Federation is aware that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behavior of an adult.

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

The Delta Federation is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in chapter 2.8 Milton Keynes Safeguarding Children Board procedures

16. THE USE OF SCHOOL PREMISES BY OTHER ORGANIZATIONS

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

17. PHOTOGRAPHY AND VIDEOS

Use of cameras and photographic images of children and young people

In the school video/photographic evidence is often used to record progress a child is making in order to inform future planning or for staff to evaluate their performance. The school asks all parents as part of the induction interview if their child's image may be used. This information is kept centrally and no child's image is used when this is refused. The school will always secure the consent of a pupil's parent/carer before taking an image of a pupil or using an image in a public forum.

This includes guidance on the use of cameras on mobile telephones, in that staff will not give out their home or mobile number and will not enter into personal messaging with students on social media. www.safeguardingschools.co.uk/safer2015

18. POLICY REVIEW

The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice. Also for ensuring that the school maintains an up to date list of key contacts and all related policy and procedures are kept up to date.

19. CONTACTS AND FURTHER INFORMATION

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) **Jo Clifford**

Tel: 01908 254306

Email: lado@milton-keynes.gov.uk

If in doubt – consult the schools Safeguarding Lead.

For information about **safeguarding training for schools and education settings** contact the secretary to the Children & Families Head of Safeguarding:

Tel: 01908 254962 or email: emma.korley@milton-keynes.gov.uk

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

Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk

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

Milton Keynes Safeguarding Children Board website: www.mkscb.org/mkscb/

The Delta Federation works to the following policy documents in order to support the protection of children and young people who are at risk of significant harm.

- Working Together To Safeguard Children DfE 2015 Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children
- Milton Keynes Safeguarding Children Board Inter-Agency Procedures <http://www.mkscb.org> including chapter 13 “Allegations against staff, carers and volunteers”
- MK Guidance: Managing allegations and concerns regarding staff in education settings and schools See section 27, page 26 of the DCF “Guidance for safer working practice for adults working with children & young people” (2009) and Keeping Children Safe July 2015 www.safeguardingschools.co.uk/safer2015
- Advice on what to do if a school is worried that a child is being abused. This includes important information about the legal issues involved in sharing information. It can be found via: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Signed:.....

Dated:

Jo Alikhan

Signed:.....

Dated

Chair of Governors

Next Review Date: January 2020

Further Supporting Information: Appendix 1

Vulnerable Groups:

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse, which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalization. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Details of training and more detailed guidance will be shared as it becomes available.

Female genital mutilation (FGM)

This policy on our website, provides information for our school about (FGM) and what action they should take to safeguard girls and women who they believe maybe at risk of being, or have already been, harmed. Female genital mutilation is extremely traumatic, and can have long-lasting psychological implications.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The definitions below are from keeping children safe in education. This publication provides additional information and links to other sources about specific types of abuse. Staff members should refer to these sources and to the designated safeguarding lead for further information.

1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

2. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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