



**Emerson Valley School**

*Aiming High, Caring For All*

# **EMERSON VALLEY SCHOOL**

# **CHILD PROTECTION POLICY**



Date	Author(s)	Notes on Revision/s	Authorised by (date)
March 2013		Policy Adopted from MK Council Web	
October 2013	J Hammond	Adapted from MK Council Policy Issues August 2013	
March 2015		Adapted from MK Council Policy November 2014	
February 2016	Hayley Davis	Adapted from MK Council Policy August 2015	
April 2017	Hayley Davis	Annual update, including reference to KCSIE (2016 version) plus inclusion of reference to FGM, CSE and Prevent	
November 2018	Hayley White	Annual update, including reference to KCSIE 2018 Guidance	
July 2019	Hayley White	Annual update, including updating of names / titles	
January 2020	Hayley White	Change in Safeguarding Governor	
July 2020	Hayley White	Annual update, including reference to KCSIE 2020	FGB 08/09/20
<p><b>Policy Review:</b> Annually</p> <p><b>Level required for ratification:</b> Full Governing Body</p>			



## TABLE OF CONTENTS

Key Contacts in School.....	4
Introduction.....	5
1 Definitions .....	5
2 Overview.....	5
2.1 Policy Principles.....	5
2.2 Policy Aims.....	6
3 Legislation and Guidance .....	6
3.1 Statutory Guidance.....	6
3.2 Milton Keynes Safeguarding Board Procedures.....	7
3.3 MKSB Levels of Need Document.....	7
4 Roles and Responsibilities.....	8
4.1 Everybody's Responsibility.....	8
4.1.1 <i>Early Help</i> .....	8
4.1.2 <i>Categories of Abuse</i> .....	8
4.1.3 <i>Equality Statement</i> .....	8
4.2 The Role of the Designated Safeguarding Lead.....	9
4.3 Responsibilities of the Designated Safeguarding Lead.....	9
4.3.1 <i>Managing Referrals and Cases</i> .....	9
4.3.2 <i>Training</i> .....	10
4.3.3 <i>Raising Awareness</i> .....	10
4.3.4 <i>Induction Training</i> .....	10
4.4 Responsibilities of the Governing Board.....	11
4.5 Responsibilities of the Headteacher.....	11
5 Safer Recruitment .....	12
5.1 Safe Working Practice.....	12
6 Information Sharing and Confidentiality .....	12
6.1 Disclosures.....	13
7 Recognising Abuse and taking Action.....	13
7.1 If a child is suffering or likely to suffer from harm, or in immediate danger .....	13
7.2 Female Genital Mutilation (FGM).....	13
7.3 If you have concerns about a child.....	14
7.4 Extremism .....	14
7.5 Mental Health.....	14
8 Allegations against Members of Staff and Volunteers (LADO Procedures).....	155
9 Allegations against Pupils and Peer on Peer abuse .....	175
9.1 Sexting.....	16
10 Special Educational Needs.....	16



11 Record Keeping.....	17
10 The use of School Premises by Other Organisations.....	17
11 Specific Safeguarding Issues.....	17
12 Policy Review.....	17
13 Contacts and Further Information.....	18
APPENDIX 1.....	19

**Key Contacts in School**

<b>Executive Headteacher</b>	Mrs Soheila Mathison
Contact details:	headteacher@emersonvalley.org.uk
<b>Head of School / Designated Safeguarding Lead</b>	Mrs Hayley White
Contact details:	office@emersonvalley.org.uk
<b>Assistant Headteacher</b>	Mr Iain Mortimer
Contact details:	office@emersonvalley.org.uk
<b>Deputy Safeguarding Lead</b>	Mrs Jacqui Avola
Contact details:	office@emersonvalley.org.uk
<b>Safeguarding Officers</b>	Miss Michelle Durrant / Mr Kieran Wallbank
Contact details:	office@emersonvalley.org.uk
<b>Designated Child Sexual Exploitation (CSE) Lead:</b>	Mrs Hayley White
Contact details:	office@emersonvalley.org.uk
<b>Designated Female Genital Mutilation (FGM) Lead:</b>	Mrs Hayley White
Contact details:	office@emersonvalley.org.uk
<b>Designated PREVENT Lead:</b>	Mrs Hayley White
Contact details:	office@emersonvalley.org.uk
<b>Designated Online Safety Lead:</b>	<b>Mrs Hayley White</b>
Contact details:	office@emersonvalley.org.uk
<b>Chair of Governing Board:</b>	Mr Niel Vlok
Contact details:	office@emersonvalley.org.uk
<b>Designated Governor for Safeguarding:</b>	Mr Nathan Barrington
Contact details:	office@emersonvalley.org.uk
<b>Designated governor for Safer Recruitment:</b>	Mr Nathan Barrington
Contact details:	office@emersonvalley.org.uk



## INTRODUCTION

Safeguarding is at the centre of every aspect of school life at Emerson Valley and the wellbeing and safety of the children in our care is given the upmost importance by all our Staff and Governors.

This policy applies to all adults, including volunteers, working in or on behalf of Emerson Valley School.

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

## 1 DEFINITIONS

It is important to clarify the meaning of the following, which will be referred to throughout this policy and relating safeguarding Policies:

**Safeguarding:** Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of the health or development of children, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

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

**Designated Safeguarding Lead (DSL):** Refers to the designated safeguarding lead at Emerson Valley School, Mrs Hayley White.

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

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

**Abuse:** The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children (2018) and Keeping Children Safe in Education, (2020).

**Sexting:** (also known as youth produced sexual imagery) is sharing of sexual imagery (photos or videos) by children

## 2 OVERVIEW

### 2.1 Policy Principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.



- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

## 2.2 Policy Aims

- To raise awareness among *all* school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that *all* staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A.
- To ensure all staff know the name of the the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2020.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns .
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation and female genital mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

## 3 LEGISLATION AND GUIDANCE

### 3.1 Statutory Guidance

This policy is based on the Department for Education's statutory guidance **Keeping Children Safe in Education (2020)** and Working Together to Safeguard Children (2018).

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



- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

## 3.2 Milton Keynes Safeguarding Board Procedures

Emerson Valley School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Board (MKSB) and which are based on statutory guidance *Working Together 2018*.

Emerson Valley School understands that it has a responsibility to ensure that it has appropriate procedures in place for responding to a situation in which:

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

## 3.3 MKSB Levels of Need Document

The MKSB Levels of Need Document provides guidance for Emerson Valley when identifying and acting on child safety and welfare concerns, including:

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



This is represented through the Milton Keynes 'Effective Support Windscreen', which can be seen in Appendix 1.

## **4 ROLES AND RESPONSIBILITIES**

Safeguarding and promoting the welfare of children is everybody's responsibility. All adults working with or on behalf of children have a responsibility to protect them. In order to fulfil this responsibility effectively, everybody should make sure their approach is child centred. 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 policy (see page 4)

### **4.1 Everybody's Responsibility**

#### **4.1.1 Early Help**

All staff need to be aware of, and understand, their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

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

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

#### **4.1.2 Categories of Abuse**

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

#### **4.1.3 Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality





- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

## 4.2 The Role of the Designated Safeguarding Lead

Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2020. In summary responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Board's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2020; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Linking with the Milton Keynes Safeguarding Board and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

## 4.3 Responsibilities of the Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for many of the school's safeguarding practices. Including:

### 4.3.1 Managing referrals and cases

This can be summarised as:

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the Executive Headteacher to inform her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with



consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

### **4.3.2 Training**

The Designated Safeguarding Lead should undergo formal training every two years and should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be kept up-to-date (via e-bulletins, meeting other DSLs, and taking time to read and digest safeguarding developments) at least annually to:

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

### **4.3.3 Raising Awareness**

The Designated Safeguarding Lead needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensure that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.
- Link with Milton Keynes Safeguarding Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school, ensure the safeguarding file and any child protection information is sent to the new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines



#### **4.3.4 Induction Training**

All staff members, including the Executive Headteacher, will receive a mandatory induction when joining Emerson Valley School. Full details of this can be found in the Staff Induction Policy. This induction will include training about safeguarding practices and procedures at Emerson Valley School.

### **4.4 Responsibilities of the Governing Board**

It is the responsibility of the Governing Board of Emerson Valley School to ensure that there is a nominated Governor for Child Protection. This Governor is Nathan Barrington. Along with the rest of the Governing Board, they have the responsibility for:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- Ensuring, in conjunction with the Executive Headteacher, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff behaviour policy or code of conduct.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2020 – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.

### **4.5 Responsibilities of the Executive Headteacher**

The Executive Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including 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 DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly



- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable

## 5 SAFER RECRUITMENT

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

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

Emerson Valley School is compliant with guidance contained in part 3 of Keeping Children Safe in Education and in local procedures for managing safer recruitment processes

### 5.1 Safe Working Practice

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

## 6 INFORMATION SHARING AND CONFIDENTIALITY

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

All staff should be aware that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk



- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If they are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

## 6.1 Disclosures

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

- When speaking with the child, remember that they should not attempt to use leading questions with the child, and use **TED (Tell, Explain and Describe)** to help maintain conversation between the adult and child

Following the disclosure they should:

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour
- Contact a member of the Safeguarding Team immediately for guidance
- Record the conversation as a safeguarding incident using the CPOMS website
- Record factual statements and observations rather than interpretations or assumptions.

## 7 RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

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

In the absence of a member of the Safeguarding Team, there is an expectation that anybody can and will make a referral to the Multi-Agency Safeguarding Hub (MASH) and/or the police **immediately** if they believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** If the referral is made by a person that is not a member of the safeguarding team, they should tell the DSL as soon as possible after doing so

### 7.2 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately



report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and report this immediately to the MASH team.

### **7.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from the MASH team. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

### **7.4 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **7.5 If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.



Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

## 8 ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS (LADO PROCEDURES)

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

***Keeping Children Safe in Education (2020) Part 4: Allegations of abuse made against teachers and other staff*** sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

Emerson Valley School is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the Milton Keynes Safeguarding Children Board procedures - Chapter 1.1.6.

## 9 ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE

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

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

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

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff to school Learning Mentors with any concerns



- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## 9.1 Sexting

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers at this stage.

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

Following a report of an incident, the DSL will hold a meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or the MASH team
- If it is necessary to view the imagery in order to safeguard the young person
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

## 10 SPECIAL EDUCATIONAL NEEDS

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- › Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- › Pupils being more prone to peer group isolation than other pupils
- › The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in overcoming these barriers





We offer extra pastoral support for pupils with SEN and disabilities. This includes:

Add details of the pastoral support you offer for pupils with SEN and disabilities.

## 11 RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded on our online child protection monitoring system CPOMS. Child protection records are stored centrally and securely by the Designated Safeguarding Lead. Electronic records are 'protected' and are accessible only by nominated individuals. Written records are stored in a locked cabinet. Child protection records are *not* kept with a child's academic record. Staff are aware that they must make a record of safeguarding and child protection concerns through their CPOMS login and alert at least 2 members of the safeguarding team to this information when logging it.

All members of the safeguarding team have electronic access to all safeguarding and child protection records for children across the school. This includes the DSL, the Deputy DSL and the two safeguarding officers.

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

## 12 THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

## 13 SPECIFIC SAFEGUARDING ISSUES

All staff will have an awareness of specific safeguarding issues, including Radicalisation, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE). All Teaching Staff and those interfacing with children on a regular basis will receive discrete awareness training on these issues. The Designated Safeguarding Lead will ensure that updates are provided to staff as appropriate to ensure that understanding is up-to-date.

## 14 POLICY REVIEW

The Governing Board is responsible for reviewing the child protection policy annually and ensuring that it is compliant with current legislation and good practice. They are also responsible for ensuring that the school maintains an up-to-date list of key contacts and that related policies and procedures are kept up-to-date.

## 15 CONTACTS AND FURTHER INFORMATION

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

**Multi-Agency Safeguarding Hub (MASH):**

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)

For allegations about people who work with children:

Contact the MASH as above



Or:

Local Authority Designated Office (LADO) Tel: 01908 254306 email: [lado@Milton-keynes.gov.uk](mailto:lado@Milton-keynes.gov.uk)

**If in doubt – consult.**

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

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

email: [children@milton-keynes.gov.uk](mailto: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.**

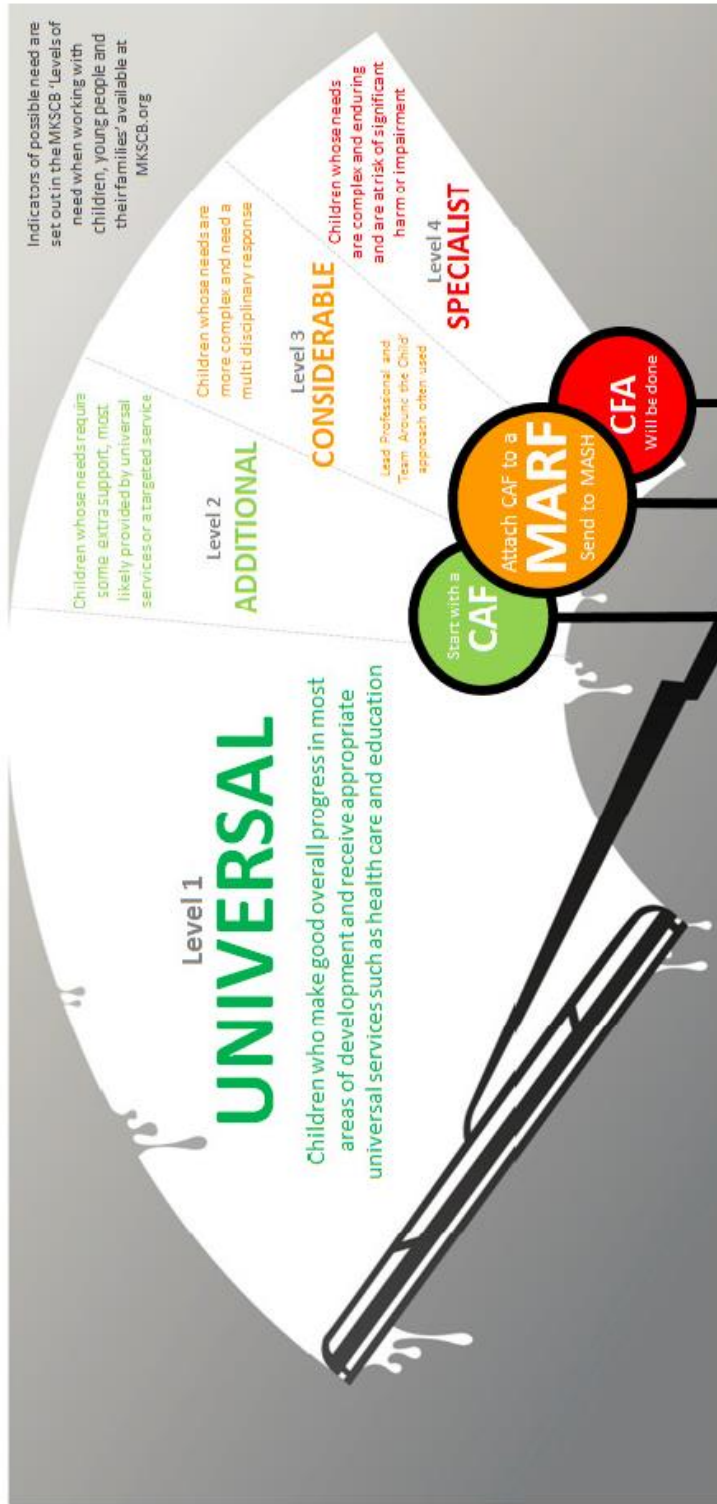
For information about safeguarding training for schools and education settings contact Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: [penny.giraudeau@milton-keynes.gov.uk](mailto:penny.giraudeau@milton-keynes.gov.uk)

For general queries regarding safeguarding, please feel free to contact the MKC Children & Families Head of Safeguarding: Tel: 01908 254307 or email: [jo.hooper@milton-keynes.gov.uk](mailto:jo.hooper@milton-keynes.gov.uk)

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: Milton Keynes Safeguarding Children Board website: [www.mkscb.org](http://www.mkscb.org)

## Appendix 1 - MILTON KEYNES EFFECTIVE SUPPORT WINDSCREEN

## The Milton Keynes Effective Support 'Windscreen'



### If unsure, consult

If you are concerned about the welfare of a child then contact the MASH on 01908 253169

999 if an immediate risk

When children are not achieving all their outcomes the Common Assessment Form (CAF) can be used to assess and plan for the child's needs at Level 1 or 2.

To have a child's needs assessed to see if they have reached Level 3 or 4, complete a Multi-Agency Referral Form (MARF) and send it to the MASH. A copy of the CAF will be needed to make a decision about what extra support might be needed, which could be support from the Children and Families Practice or children's social care.

If there is a need for a statutory assessment (called a Children and Families Assessment), the MASH will ensure one is undertaken. This could lead to a child being made subject to a child protection plan or being deemed a 'child in need' or taken into the care of the local authority.