

Approved: November 2021

St Monica's Catholic Primary School

Child Protection Policy

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Child Protection Policy and Procedures

1. KEY CONTACTS in school/setting

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2. Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

The purpose of our child protection policy is to:

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

Our child protection policy recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore our child protection policy should be read in conjunction with the policies listed below:

- Enhancing Relationships and Learning Policy (Behaviour Policy)
- Anti-bullying code
- Online Safety
- Staff Code of Conduct
- Health and Safety Policy
- Trips and Visits Policy
- Equality Policy
- First Aid Policy
- Staff Induction Policy and Handbook
- LAC Policy
- Whistleblowing Policy
- Attendance for children Policy
- DSL job description
- Supporting Pupils with Medical Needs
- Intimate Care
- Complaints Policy
- Safer Recruitment Toolkit
- Fire Safety Policy
- Lockdown Policy

3. SAFEGUARDING POLICY STATEMENT, PRINCIPLES AND AIMS

Safeguarding statement

Safeguarding is everybody's business. At St Monica's we acknowledge that everyone has a moral and statutory responsibility to safeguard and promote the welfare of all pupils. At St Monica's we are committed to safeguarding everyone, to create a culture of vigilance and to be aware that it could happen here.

All school staff are aware of their responsibility to provide a safe environment for children in which they can learn and all staff are able to identify signs of abuse through their daily observations and contact with children.

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

The Designated Safeguarding Lead ensures that all temporary staff and volunteers are made aware of the school's safeguarding policies and procedures, including the child protection policy and staff code of conduct.

St Monica's Catholic Primary School ensures that all procedures contained in this policy are consistent with MK Together procedures and that they apply to all staff, volunteers and governors.

Safeguarding policy principles

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

Safeguarding policy aims

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A (2021).
- To ensure all staff know the name of the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.

- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2021.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns.
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To 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 practitioners.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse including: anti-bullying, the risk of radicalisation, child sexual exploitation and female genital mutilation (FGM).
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

4. STATUTORY FRAMEWORK AND LOCAL GUIDANCE

In order to safeguard and promote the welfare of children and young people, St Monica's Catholic Primary School acts in accordance with the following legislation and guidance:

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

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

- Disqualification under the Childcare Act, 2006 (as amended)
- Keeping Children Safe in Education (DfE, September 2021)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2018) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through MK Together
- Serious Crime Act 2015
- Information Sharing 2018
- Sexual Violence and Sexual Harassment between children in Schools and Colleges (January 2021)

Local child protection procedures

At St Monica's there are clear procedures in place for responding to situations in which a:

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

Please see Appendix 1 for St Monica's procedures which are in line with Keeping Children Safe in Education 2021 (DfE September 2021)

St Monica's is aware of and compliant with multi-agency child protection procedures that have been agreed locally through MK Together, which are based on the statutory guidance - Working Together to Safeguard Children (DfE 2018).

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

At St Monica's all staff understand that we will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the Multi-Agency Safeguarding Hub (MASH).

MK Together multiagency procedures include detailed chapters on:
<http://www.mkscb.org/policy-procedures/>

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

MK levels of need document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:
<https://mkscb.procedures.org.uk/ykyxsq/mk-levels-of-need/mk-levels-of-need>

- 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).

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

5. DEFINITIONS

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

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

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

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

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

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

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

6. ROLES AND RESPONSIBILITIES

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

The Designated Safeguarding Lead

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

At the beginning of this child protection policy the name of the person that the Governing Board has designated to take the role of Designated Safeguarding Lead is clearly identified.

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

Designated Safeguarding Lead responsibilities

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

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Children Board's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 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 Children Board and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.

In detail the Designated Safeguarding Lead is responsible for:

❖ Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes Multi-Agency

Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.

- Liaising with the Headteacher /Principal/Senior Officer to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.
- The Designated Safeguarding Lead has permission from the Governing Body to act independently where the safety of the children are concerned.

❖ **Training**

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments – also known as CAF.
- Have a working knowledge of how local authorities conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff as part of their induction.
- 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.
- Ensure staff are aware that in the absence of a Safeguarding Lead they should contact the MASH if they are concerned about the safety of a child.
- In relation to children protection measures the school should put in place and encourage, among all staff, a culture of listening to children and taking account of their wishes and feelings.

❖ Raising Awareness

The Designated Safeguarding Lead needs to:

- Ensure the school's child protection policies and procedures are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.
- Ensure that the school's safeguarding and child protection policy is publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.
- Link with Milton Keynes Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the school, ensure the safeguarding file and any child protection information is sent to the new school /college as soon as possible 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

All staff responsibilities

- Induction training: All staff members, receive a mandatory induction to familiarise themselves with
 - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
 - Staff code of conduct and safe working practices
 - Keeping Children Safe in Education, DfE, 2021
 - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
 - Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.
- To read and understand Part 1 of Keeping Children Safe in Education, 2021. Staff and leaders working directly with children and young people must also read Annex A.
- To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
- To recognise that ‘relationships and associations’ that staff have in and outside of school (including online), may have an implication for the safeguarding of children in school and where this is the case, they must speak to the school.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

Quality assurance of safeguarding in school

It is the Headteacher’s responsibility, in conjunction with the Designated Lead for Safeguarding, to complete an annual safeguarding audit, to be submitted electronically to the MK Together within the notified timeframe.

Audit outcomes are shared with the Governing Board and will form the basis of St Monica’s Annual Report to Governors which details key actions to be taken as a result of the audit. These actions will be included in the school’s development planning.

Governing Board responsibilities

St Monica’s Governing Board ensures that they comply with their duties under legislation. They also have regard to this guidance to ensure that the policies, procedures and training in St Monica’s are effective and comply with the law at all times.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2021 – Part 2.

In summary responsibilities placed on Governing Boards include:

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

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

7. WHEN TO BE CONCERNED

St Monica's operates a child-centred and coordinated approach to safeguarding:

At St Monica's all staff understand that safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, we ensure that our approach is **child centred**. This means that we consider, at all times, what is in the best interests of the child.

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

At St Monica's we consider the implication of wider environmental factors that could threaten the safety of a child which is referred to in Working Together 2018 and Keeping Children Safe in Education 2021.

Children who may require Early Help

Staff at St Monica's are aware of, and understand, their role in identifying emerging problems and sharing information with other practitioners 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 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.

St Monica's staff and volunteers 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.

All staff are 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. (Appendix 3)

Below is a list of some of the examples of the Early Help approaches we use at St Monica's to help support families:

- Breakfast Club
- Learning Mentor
- Family support
- Nuture Group
- Anti-bullying week and procedures
- School nurse clinic
- E-Safety lessons
- Online Safety presentation for parents
- RSE curriculum
- Check in circles and well-being numbers
- NSPCC guidance

- PHSME - GoGivers
- SMSC
- Access to teacher's daily

Children with special educational needs and disabilities

At St Monica's we are aware that children with Special Educational Needs and Disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

8. SAFER RECRUITMENT

The Governing body and Senior Leadership Team at St Monica's follow safe recruitment processes in accordance with government set out in Keeping Children Safe in Education 2021 and MK Together procedures. These include:

- Ensuring the Headteacher/Principal/Senior Officer, 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.

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

Safe Working Practice

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

9. INFORMATION SHARING AND CONFIDENTIALITY

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

National guidance can be found in: [Information sharing advice for safeguarding practitioners - Publications - GOV.UK](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Local procedures for information sharing and confidentiality, can be found: <https://mkscb.procedures.org.uk/skyypz/mk-together-partnership/information-sharing-and-confidentiality>

In summary:

- All staff are aware that they must not promise to keep ‘secrets’ with children and that if children disclose abuse, this must be passed on to the Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only.

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

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child’s own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use Safeguard Software or school documentation, where possible. Date and sign the record. A school copy can be found in Appendix 2.
- Not destroy the original notes in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

‘The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.’

St Monica’s procedures are guided by national guidance and adhere to local procedures.

10. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Appendix 5 is a crib sheet provided to all staff.

- Child protection records are stored centrally and securely by the Designated Safeguarding Lead.
 - electronic records are ‘protected’ and are accessible only by nominated individuals
 - written records are stored in a locked cabinet.
- Child protection records are not kept with a child’s academic record.
- Staff are aware that they must make a record of child protection concerns and that records must be signed and dated.

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

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

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child’s academic file. At St Monica’s we ensure that all safeguarding documents are signed for and a copy of the receipt is maintained in school. A copy of the receipt used can be found in Appendix 4.

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

At St Monica’s we recognise 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 by all. All staff know who to talk to if they are concerned about the behaviour of an adult. If they are concerned about a member of staff they should speak to the Headteacher or the Designated Safeguarding Lead and if they are concerned about the Headteacher, they should speak to the Chair of Governors.

Keeping Children Safe in Education, 2021 Part 4: Allegations made against/ Concerns raised in relation to teachers including, other staff, supply teachers, volunteers and contractors. 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.

St Monica's is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in the MK Together procedures-: <http://mkscb.procedures.org.uk>

12. WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

All staff have access to the school Whistleblowing policy which is displayed on the staffroom noticeboard

13. CHILD-ON-CHILD SEXUAL VIOLENCE and SEXUAL HARASSMENT (KCSIE Sept 2021 PART 5) See Appendix 5 for definitions and further info.

We recognise that children and young people are capable of abusing their peers. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. At St Monica's Catholic Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or

a more vulnerable pupil

- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At St Monica's Catholic Primary School, immediately after such an allegation, we will decide whether to:

- Manage the case internally
- Seek early help with a multi-agency approach
- Refer to children's social care
- Report the case to the police

Part 5 KCSIE Sept 2021 provides guidance on how schools should respond to reports of child-on-child sexual violence and sexual harassment.

- We will support the victims of peer on peer abuse by liaising with pupils involved, with parents, Learning Mentor, staff and any other relevant external practitioners.

SEXTING

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people' A Relationships and Sex Education policy and curriculum will be adopted by Governors to help children to understand the risk and keep themselves safe.

14. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

Our visitor policy and lettings policy are adhered to when decisions are made as to whether to grant access to visitors and other organisations.

15. CHILDREN MISSING EDUCATION

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

St Monica's Catholic Primary School recognises that effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

St Monica's Catholic Primary School is guided by local policy and procedures for Children Missing Education which are set out in <http://mkscb.procedures.org.uk/page/contents> and by the DfE statutory guidance updated Sept 2016: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation and or Criminal exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay using a range of strategies such as letters to parents, monitoring periods, school nurse referrals, support meetings, early help and or referrals to external agencies.

We ensure that parents provide us with at least two emergency contacts for their children and we check these annually.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

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

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

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

16. SPECIFIC SAFEGUARDING ISSUES

St Monica's is cognisant of and compliant with Specific Safeguarding Issues: paragraph 29 Keeping Children Safe in Education, 2021 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation
- Child sexual exploitation
- FGM
- Children who are privately fostered
- Honour-based violence
- Criminal Exploitation

Our school is familiar with and works in accordance with local multi-agency information and guidance as located on the Milton Keynes Safeguarding Children Board website.

❖ PREVENTING RADICALISATION

At St Monica's we fully comply with the PREVENT strategy which aims to reduce the threat to the UK from terrorism by stopping people from becoming terrorists or supporting terrorism. We provide our pupils with a broad and balanced curriculum which promotes community cohesion, British Values and the spiritual, moral, cultural, mental and physical development. Our curriculum prepares our pupils for the opportunities, responsibilities and experiences of life as they grow older.

Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), places a duty on schools, to have "due regard to the need to prevent people from being drawn into terrorism."

The Designated Safeguarding Lead and all staff are trained to understand the risks of pupils being drawn into terrorism and to follow the school's safeguarding procedures where there are any concerns.

❖ CHILD SEXUAL EXPLOITATION

At St Monica's the Designated Safeguarding Lead is trained to identify possible indicators of Child Sexual Exploitation and is responsible for keeping all staff up to date and aware of any updates. Any concerns are reported to the Designated Safeguarding Lead and treated in accordance with the Milton Keynes Children's Safeguarding Board's guidance and the CSE screening Tool is completed.

❖ FGM- Mandatory Reporting

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

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

will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all practitioners to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead who will involve children’s social care as appropriate. The duty does not apply in relation to *at risk or suspected cases* (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

In these cases, teachers and all staff or volunteers should follow the usual school concern reporting procedures.

The following is a useful summary of the FGM mandatory reporting duty:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/5/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

❖ CHILDREN WHO ARE PRIVATELY FOSTERED

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

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

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

❖ HONOUR BASED VIOLENCE

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

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

❖ CRIMINAL EXPLOITATION

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as: *Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.* Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit common theft.

At St Monica's we follow the guidelines set out in 'Criminal exploitation of children and vulnerable adults: county lines July 2017'

17. OTHER SCHOOL POLICIES LINKING TO SAFEGUARDING CHILDREN

St Monica's recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Enhancing Relationships and Learning Policy (Behaviour Policy)
- Anti-bullying code
- Online Safety
- Staff Code of Conduct
- Health and Safety Policy
- Trips and Visits Policy
- First Aid Policy
- Staff Induction Policy and Handbook
- LAC Policy
- Whistleblowing Policy
- Attendance for children Policy
- DSL job description
- Supporting Pupils with Medical Needs
- Intimate Care
- Fire Safety Policy

- Lockdown Policy

18. POLICY REVIEW

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

19. 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

For allegations about people who work with children

Contact the MILTON KEYNES COUNCIL MASH as above

or:

Local Authority Designated Office (LADO)

Tel: 01908 254306

email: lado@milton-keynes.gov.uk

If in doubt – consult.

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

Tel: 01908 253169 or 253170 during office hours 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 Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: penny.giraudeau@milton-keynes.gov.uk

Approved: November 2021

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**

More information and guidance about safeguarding children and multiagency training opportunities can be found on: **MK Together website: www.mktogether.co.uk**

Appendix 1

‘St. Monica’s Catholic Primary school is committed to ensuring that all our children and young people are safe and feel safe.’
(Child Protection Policy 2021)

Child Protection Procedure:

Stage One: The member of staff dealing with the child will listen carefully to their concerns and check any injuries the child may have.

Stage Two: A Safeguarding Lead Teacher will be informed verbally and a pink concern form/safeguarding.co.uk entry will be completed.

Option 1: A further discussion with the child could take place. If it is decided that there is no need for any further action, the form will be filed and kept securely in the school’s records. If further action is needed, options 2 or 3 will take place.

Option 2: A Safeguarding Lead will contact the parents and invite them in to discuss the issue. If it is decided that there is no need for further action, notes from the conversation will be kept securely in the school’s records. If further action is needed, option 3 will take place.

Option 3: A Safeguarding Lead will contact the Multi-Agency Safeguarding Hub for advice (See Stage 3).

Stage Three: The issue will be discussed with the **Multi-Agency Safeguarding Hub** and the next steps will be decided up by the Hub depending upon the severity of need identified. All reported concerns and incidents will be dealt with **confidentially** and treated as individual cases. All documentation will be filed securely and stored in the child’s school file.

St Monica’s Catholic Primary School’s Safeguarding Team:

Designated Lead: Miss Natalie Shanahan

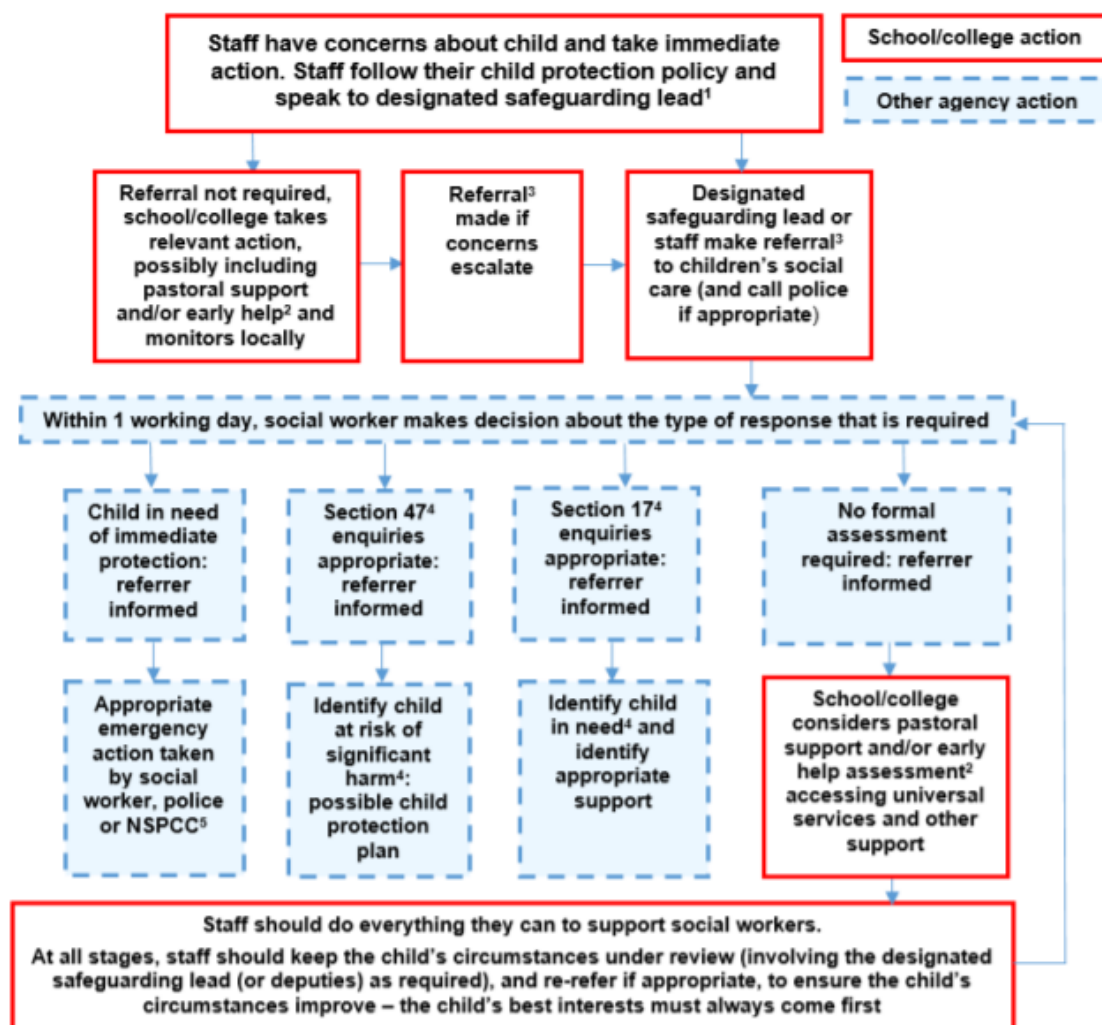
Deputy Lead: Mr Robert O’Malley

Safeguarding Team Member: Mrs Alison Cockerill

Safeguarding Team Member: Mrs Anthea Cosstick

Safeguarding Team Member: Mrs Liz Murphy (Rainbow Club)

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).



Appendix 2

St. Monica's Catholic Primary School

Incident/Concerns Reporting Form

CONFIDENTIAL

Name of child:

Year Group and Class:

Date of incident/concern:

Time:

Details (Please describe incident/ concern using the child's words where possible)

Recorded by:

Date Recorded:

Signature:

Information shared
with:

To be completed by a Designated Safeguarding Teacher:

Concern logged with
MASH?

☐ Yes by
☐ No

Date:

If no DST's reason for
not doing so:

Any other action
taken:

DST's Signature and
Date:

Appendix 3

Definitions of Types of Abuse, Neglect and Other Safeguarding Concerns

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.

Child sexual exploitation (CSE): involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Children and young people particularly at risk of sexual exploitation include:

- missing or runaway or homeless children
- looked after children
- children with prior experience of sexual abuse, physical abuse or emotional abuse or neglect
- adolescents or pre-adolescents
- girls (current research suggests most victims are girls but boys are also at risk: boys are considered less likely to disclose which may make boys more vulnerable and may explain the gender imbalance in known cases)
- children not in education through exclusion or truancy or children regularly absent from school
- children socially excluded from services such as health services
- children from black and minority ethnic communities
- children from migrant communities
- refugee children and unaccompanied asylum seeking children

All staff receive training in CSE

Female Genital Mutilation/Cutting (FGM/C): or female circumcision, refers to a number of practices which involve cutting away part or all of a girl’s external genitalia. Mutilated/cut infants, girls and women face irreversible lifelong health risks, among other consequences.

There are different types of FGM: Type 1: removal of the skin around the clitoris and/or the partial or complete removal of the clitoris

Type 2: As above and the removal of the labia

Type 3: As 1 and 2 and stitching or a seal across the vagina leaving a very small opening.

A conservative estimate is that 70 million girls and women living today have been subjected to FGM/C.

Practitioners in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Practitioners should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

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

All staff receive training in FGM

Modern Slavery and Trafficking

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children may be trafficked for many purposes:

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Modern Slavery Act (2015) Consolidates and simplifies existing modern slavery offences

Strengthens powers and increases sanctions for offenders

Child victims of trafficking often come from poor families and lack economic and educational opportunities. Children who have been separated from their families, have minimal education, lack vocational skills or have few job opportunities are most at risk. These factors, when coupled with gender, racial or ethnic discrimination, or insecurity caused by, for example, armed conflict or natural disaster, create the ideal environment for trafficking networks to thrive. Unless these underlying causes are addressed, measures to stop child trafficking will have limited success.

Children may be trafficked for many reasons, but may include: child sexual exploitation, childcare, benefit fraud, forced marriage, domestic servitude, criminal activity (e.g. pickpocketing or working on cannabis farms).

Trafficking violates a child's right to a healthy childhood and a productive, rewarding, dignified life. Child victims of trafficking often experience mental and/or physical abuse by their traffickers. They report feelings of shame, guilt and betrayal if the perpetrator was someone that they trusted. The experience of being trafficked can lead to depression and suicide. Furthermore, the stigma faced by victims and the risk of re-trafficking can make it difficult for children to be reunited with their families or communities.

A person is considered to be in slavery if they are:

forced to work – through mental or physical threat

Owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse

Dehumanised, treated as a commodity or bought and sold as 'property';
Physically constrained or has restrictions placed on his/her freedom of movement.

Modern Slavery Act (2015)

The Act strengthens the response of law enforcement and the courts by:
Increasing the maximum sentence available for the most serious offenders from 14 years to life imprisonment;
Ensuring that perpetrators convicted of slavery or trafficking face the toughest asset confiscation regime;
Consolidating and simplifying existing modern slavery offences into one Act;
Introducing Slavery and Trafficking Prevention Orders and Slavery and Trafficking Risk Orders to restrict the activity of individuals where they pose a risk of causing harm; and
Strengthening law enforcement powers at sea to close loopholes which can prevent the police and Border Force being able to act on board vessels at sea.

The Modern Slavery Act 2015 will ensure victims receive the protection and support they deserve by:
Creating a statutory defence for victims of modern slavery so that they are not inappropriately criminalised;

Giving the courts new powers to order perpetrators of slavery and trafficking to pay Reparation Orders to their victims;
Providing for child advocates to support child victims of trafficking;
Extending special measures so that all victims of modern slavery can be supported through the criminal justice process;
Providing statutory guidance on victim identification and victim services, including an enabling power to put the relevant processes on a statutory basis; and
Introducing protections for victims of abuse on an overseas domestic workers visa

Domestic Abuse

Between 2014 and 2015, Milton Keynes received an average of 551 reports of domestic abuse every month.

In 2015, there were 7,113 reports received.

The definition of DA covers 16 year olds and above.

All children living in households where DA is present should be considered for child protection referral.

Younger children may be affected emotionally as well as physically

2 women are killed every week in England and Wales by a current or former partner (Homicide Statistics, 1998)

1 in 4 women experience domestic violence over their lifetimes and between 6-10% of women suffer domestic violence in a given year (Council of Europe, 2002)

Domestic violence has a higher rate of repeat victimisation than any other crime (Home Office, July 2002)

Every minute police in the UK receive a domestic assistance call – yet only 35% of domestic violence incidents are reported to the police (Stanko, 2000 & Home Office, 2002)

The 2001/02 British Crime Survey (BCS) found that there were an estimated 635,000 incidents of domestic violence in England and Wales. 81% of the victims were women and 19% were

men. Domestic violence incidents also made up nearly 22% of all violent incidents reported by participants in the BCS (Home Office, July 2002)

On average, a woman is assaulted 35 times before her first call to the police (Jaffe, 1982)

The impact on children

In 90% of domestic violence incidents in family households, children were in the same or the next room (Hughes, 1992)

In over 50% of known domestic violence cases, children were also directly abused – NSPCC (1997) found a 55% overlap; Farmer & Owen (1995) found 52% overlap

Health

30% of domestic violence either starts or will intensify during pregnancy (Department of Health report, October 2004)

Foetal morbidity from violence is more prevalent than gestational diabetes or pre-eclampsia (Friend, 1998)

Fabricated and Induced illness

The term FII covers a wide range of cases and behaviours ranging from moderate to severe.

a parent who convinces her/his child they are ill when in fact they are perfectly healthy

a parent who exaggerates or lies about a child's symptoms

a parent who manipulates test results to suggest the presence of illness, for example by putting glucose in urine samples to suggest the child has diabetes. The British Paediatric Surveillance Unit (BPSU), carried out a study of cases of FII.

The study identified 97 cases of FII in the UK over a two-year period. This equates to one child in every 5,000 being affected by FII.

However, it is highly likely that this figure underestimates the true scale of the problem.

Another expert study estimates that the number of children affected by FII could be as high as one in every 1,100.

Most cases of FII involve young children, with 20 months being the average age at diagnosis.

In 90% of reported cases of FII the child's mother is responsible for the abuse.

Asking the right questions is key to identifying FII, as is Sharing information appropriately

These families can be quite devious in avoiding the radar, constantly changing GP, appearing at different hospitals, changing schools frequently

Attitudes to Physical Punishment

The United Nations Convention on the Rights of the Child requires that:

“Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse... while in the care of parent (s), legal guardian (s) or any other person who has the care of the child.” (Article 19)

Physical chastisement cannot involve the use of implements or weapons, and must not leave a lasting mark.

In some of the different cultures represented within Milton Keynes, physical punishment as a form of discipline is seen as the norm and an acceptable form of punishment

Practitioners need to ensure that they are prepared to challenge and advise on appropriate alternatives

Witchcraft & Spiritual Possession

The term ‘belief in spirit possession’ is defined as the belief that an evil force has entered a child and is controlling him or her.

Sometimes the term ‘witch’ is used and is defined here as the belief that a child is able to use an evil force to harm others.

The concept of a child possessed by spirits is often deemed to be the reason the family are experiencing poverty, ill health or bad luck.

The abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged ‘diagnosis’ and ‘exorcism’ take place

The most common forms of abuse include:

- physical abuse: in the form of beating, shaking, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child’s genitals or eyes, or placing chilli peppers or other substances in the child’s mouth;
- emotional/psychological abuse: in the form of isolation, for example, not allowing a child to eat or share a room with family members or threatening to abandon them, or telling a child they are evil or possessed. The child may also accept the abuse if they are coerced into believing they are possessed;
- neglect: in the form of failure to ensure appropriate medical care, supervision, regular school attendance, good hygiene, nourishment, clothing or keep the child warm;
- sexual abuse: children abused in this way may be particularly vulnerable to sexual exploitation, perhaps because they feel powerless and worthless and feel they will not be believed if they tell someone about the abuse.

The reason why a particular child is singled out and accused of being possessed is complex. It often results from a combination of a weak bond of affection between a child and parent or carer, a belief that the child is violating family norms and above all a perception that the child is ‘different’.

Honour based Violence

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

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

Appendix 4

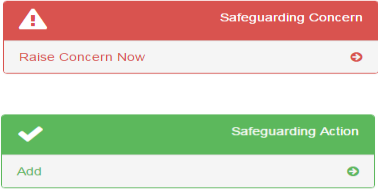
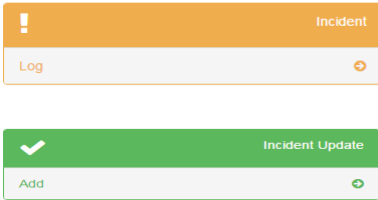




Transfer Form for Child Protection and Safeguarding Records between Educational Establishments.

Name of Child:	D.O.B:
UPN Number:	
Date Child left St Monica's Catholic Primary School:	
Name of Current Designated Safeguarding Lead:	
Name of Designated Safeguarding Lead at the Receiving School:	
Name and Address of Receiving School:	
Telephone Number:	
Date Child Started at Receiving School:	
Date of Telephone Discussion and/or Meeting Between the DSL's	
Outline of Documents included in File:	
Date File Confidentially passed to DSL in Receiving School:	
Indicate how the file was transferred	
Posted by Recorded Delivery Date and Ref no:	File Exchanged by Hand Date:
<p><i>Please ensure this completed form is returned to St Monica's Catholic Primary School without delay. A duplicate of the Safeguarding File WILL be kept by St Monica's until acknowledgement that the file has been received and a signature has been obtained by the Designated Safeguarding Lead at the receiving school. Upon return of this receipt the duplicate file will be destroyed and this form will be filed securely in the safeguarding files.</i></p>	
Date Received at New Setting:	Printed Name and Signature of DSL upon Receipt:

Appendix 5

Reporting a concern- Safeguardsoftware.co.uk

<p>Concern</p> 	<ul style="list-style-type: none"> Anything to do with the safety of a child should be registered as a CONCERN. A disclosure about a sibling (even if the sibling does not attend our school) should be recorded as a CONCERN (if you are worried about their safety.) If you are reporting a CONCERN then a conversation with a safeguarding lead needs to take place. (Even if it means phoning one of us) Safeguarding actions will be directed by the DSL or completed by the DSL.
<p>Incident</p> 	<ul style="list-style-type: none"> An incident is when you feel uncomfortable or you have begun to notice a pattern but you are <u>not concerned for their safety or for the safety of others</u>. (e.g. no lunch, dirty uniform, decreasing absence etc...) An incident could be about any child. Incidents are more likely to be used to record specific information about children we are already monitoring. If you are unsure- ASK! Incident updates – If anything new has happened with an incident you have already reported.
<p>Early Help</p> 	<p>Early Help is when parents/ carers have approached you for support in a safeguarding area. They might need help with behaviour management and have asked for strategies and suggestions e.g.</p> <ul style="list-style-type: none"> You might have provided support yourself or you may have directed them to an outside agency.

	<ul style="list-style-type: none"> You might have referred the child to nurture group or the learning mentor- following a request from the parents.
<p>Communication</p> 	<p>Communications are discussions following a previously recorded concern of incident.</p> <p>e.g.</p> <ul style="list-style-type: none"> A further discussion with the DSL (would be directed by DSL) A further discussion with a member of staff A further discussion with an outside agency A further discussion with parents

Reporting a concern:

- Following a disclosure, please ensure YOU complete a comprehensive report on safeguardsoftware.co.uk
- Please DO NOT ask someone else to record it for you.
- If there are other adults involved in the discussion or another adult overhears then they need to write a comprehensive report as well.
- Do not complete a 'CONCERN' without speaking to a safeguarding lead as well.

A Comprehensive Report

- Set the context: day, time, place, activity, staff and pupils involved.
- Record the conversation immediately- include what you said and what the child said. Be as close to the truth as you can.
- Try to record the child's exact words as the referral form needs to reflect the child's language. If the police need to interview the child and they use your 'written' words the child might not understand and it could cause issues.
- Be thorough! If the police turn up for a statement 3months/ 3years later (it has happened) are your notes detailed enough to support you?

An Example of a Comprehensive Report:

Date - XX/XX/XX at 1.30-2pm. Child 1 was working with Adult A and we were working on pronouns (his and hers). We were talking about different clothes at boys and girls wear. Child 1 told me her little sister wore dresses and I asked her how her sister was... 'How is your little sister?' 'She keeps crying at night so my mum beats her. She beats her with a wooden baking spoon on the hand' (Child 1 said). I didn't respond but later on in the session, Child 1 told me 'My sister's name is Child 2, do you know her?' I asked Child 1 'Does she go to 'our'(St Monica's) nursery?' and Child 1 said 'No, she goes to Little Bunnies (?) in Milton Keynes (?)'. The name and location of the nursery was mumbled, so I am not entirely sure this is the name. Child 1 has told me in previous sessions that her sister 'cries a lot of the time, at night'.

Reported by Adult A