

Policy/Procedure	Child Protection and Safeguarding Policy		
Type	Safeguarding		
Applies to project(s)	Mill House School	Policy No	S/1
Created by(owner)	Claire Fyfe		
Status	Released		
Date	September 2024		
Next review date:	September 2025		

Change History:

Version	Description	Date issued	Reason	Approved by
1.0	New policy	1.09.2021	New School	CF
2.0	Review	05.01.2022	Change of DDSL	BM & CF
3.0	Updated Policy	05.02.2022	Introduction of CPOMs	CF
4.0	Updated Policy	28.03.2022	Addition of DDSL	CF
5.0	Updated Policy	01.09.2022	KCSIE 2022	CF & MW
6.0	Updated policy	01.09.2023	KCSIE 2023	NG
7.0	Updated policy	17.12.2023	Working Together to Safeguard Children 2023	NG
8.0	Updated policy	September 2024	KCSIE 2024 / Change of DSL	NG

Related Policies:

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
OP/03	Anti-bullying Policy	HS/04	Managing Drugs Policy
S/03	Safer Recruitment and Selection	S/05	Whistleblowing Policy
OP/09	Complaints Policy and Procedure	HS/08	Intimate Care Policy
OP/10	Curriculum Policy	OP/20	SEND
HR/09	Staff Behaviour (Code of Conduct)		

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S/02	E-Safety Policy		
OP/13	Equality and Diversity Policy		
HS/01	Health and Safety Policy		

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Mill House School’s Child Protection and Safeguarding policy is available electronically on the school website and on the School’s Shared Drive (SharePoint). A paper copy will also be available in the school office.

For the purpose of this policy, members of the local advisory board at Mill House School are referred to as ‘governors.’

1 Policy statement, principles and aims

- 1.1.1 At Mill House School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. The school’s responsibility to safeguard and promote the welfare of children is of paramount importance. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.
- 1.1.2 We will take immediate action, where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of Mill House School’s community including children, staff and visitors.
- 1.1.3 The school commits to acting in accordance with Keeping Children Safe in Education. This policy does not aim to replicate the guidance in full. Therefore, the policy should be read in conjunction with at least Part One and Annex B of Keeping Children Safe in Education (2024).
- 1.1.4 The procedures contained in this policy apply to all staff, volunteers, contractors, consultants, governors and the proprietor and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding Partnership.
- 1.1.5 Failure to comply with these policies and procedures may result in disciplinary action, which might include summary dismissal (and referral to the Disclosure and Barring Service and the Teacher Regulation Agency (TRA), where appropriate) or termination of agreement or contract.

1.2 Policy principles:

- 1.2.1 The school recognises that:
 - i. safeguarding and promoting the welfare of children is everyone’s responsibility;
 - ii. the safety and welfare of a student is always of paramount consideration and will work together with parents, carers and other agencies to safeguard and promote the welfare of the child;
 - iii. all children regardless of age, special needs or disability, racial or cultural heritage, religious belief, gender or sexual orientation have the right to be protected from ill treatment and neglect and to experience a good standard of care;
 - iv. all children have the right to be heard and that the wishes and feelings of the child should be sought and influence the decision making;
 - v. all incidents and allegations of suspicious or poor practice or abuse will be taken seriously, listened to and responded to appropriately. This includes allegations raised through the whistleblowing procedures;
 - vi. all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school. Children who are safe and feel safe are better equipped to learn;
 - vii. all staff in school are uniquely placed to observe changes in children’s appearance, behaviour,

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communication and the outward signs of abuse, neglect, exploitation, and radicalisation.

1.2.2 The school expects:

- i. everyone to be alert to signs of abuse, neglect and exploitation and to follow procedures to ensure that children receive effective support, and protection;
- ii. everyone to be committed to creating a culture of safety that minimises the opportunity for any kind of abuse (including all forms of child-on-child abuse) through training, education and robust response procedures;
- iii. everyone maintains an attitude of '**it could happen here**' where safeguarding is concerned.
- iv. everyone knows to whom they should report any concerns or suspicions;
- v. that there is a consistent understanding of acceptable behaviour of young people towards other young people and staff within the school;
- vi. all staff remain professionally accountable and follow the staff code of conduct;
- vii. any concerns or allegations of misconduct, including wellbeing concerns for staff are shared swiftly and at the earliest opportunity to **maintain a culture of vigilance**;
- viii. everyone is aware of their responsibility to share low level concerns with equal urgency to ensure all children are supported in an **environment of openness, trust, and transparency**;
- ix. robust procedures (of which all staff and visitors are aware) for handling suspected abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse;
- x. a Designated Safeguarding Lead (DSL) and any Deputy Designated Safeguarding Leads (DDSLs) to have responsibility for co-ordinating action within the school and liaising with other agencies. They must develop expertise and skills to be the most appropriate person to advise on the response to safeguarding concerns.

1.2.3 The school will:

- i. work in partnership with the commissioning local authorities' Safeguarding Partnerships following their guidance and implementing their systems and protocols for referring families for early help and reporting child protection concerns. The school is committed to developing effective working practice with locality support networks and agencies. DSLs will ensure that all staff and governors are aware of issues and systems for reporting and will provide local safeguarding updates, as signposted by commissioning local authorities Safeguarding and partners;
- ii. apply this policy to all on- and off-site activities undertaken by pupils whilst they are the responsibility of the school
- iii. commit to anti-discriminatory practice recognising children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children to recognising or disclosing abuse. We ensure that all children have the same protection, regardless of any barriers they may face;
- iv. ensure all Designated Safeguarding Leads access Early Help Pathway to Change training and ensure all staff are prepared to identify children that may benefit from early help. Early help is to put in the **right support at the right time** so that problems are less likely to escalate to a point where the child becomes vulnerable or in need. Early Help is sustainable so that problems are less likely to re-occur.
- v. ensure that if, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care and/or the Police immediately.

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1.3 Policy aims:

1.3.1 The aims of the policy are to:

- i. provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- ii. ensure consistent good practice, through training, auditing, and development;
- iii. demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents, and other partners;
- iv. contribute to the school's safeguarding portfolio.

1.3.2 The school will therefore ensure that the following arrangements are in place to safeguard and promote the welfare of children:

Prevention: school will create an ethos and culture where all students feel secure and able to build trusted relationships with staff. Children will be encouraged to talk and feel confident that they will be listened to. Staff and volunteers will be trained regularly to understand their responsibilities to recognise and report safeguarding or child protection concerns. This includes maintaining professional curiosity and understanding that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or may not recognise their experiences as harmful. Students are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum.

Protection: school will ensure that each member of staff, governor and other visitors involved in regulated activity with students has undergone a thorough safer recruitment process and is sufficiently trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns.

Support: Schools will provide structured systems of support for all students and appoint appropriately qualified and experienced staff (DSLs and DDSLs) to provide advice, training and support around safeguarding concerns.

Working with parents and external agencies: The school will work closely with parents to ensure appropriate communications and actions are undertaken. The school will develop and maintain links with relevant external agencies in all matters relating to safeguarding and child protection. All schools assess the risks and issues in the wider community as part of the safeguarding curriculum.

Commitment: schools expect everyone to share this commitment, creating a culture of vigilance.

2 Safeguarding legislation and statutory guidance

Mill House School recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and complies with The Education (Independent School Standards) Regulations 2014. Mill House School acknowledges the obligations associated with the UN Convention on the Rights of the Child (UNCRC), the Children Act 1989, the Human Rights Act 1998 and the Equality Act 2010. We also follow current DfE guidance, 'Keeping children safe in education' (2024), 'Working together to safeguard children' (2023), HM Government advice 'What to do if you're worried a child is being abused' (2015) and the Local Safeguarding Children Partnership's1 policies, procedures, guidance and protocols. [ADD HYPERLINKS](#)

2.1 Statutory guidance includes:

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- i. Keeping Children Safe in Education (KCSIE) (2024)
- ii. Working Together to Safeguard Children (2023)
- iii. Multi-agency statutory guidance on female genital mutilation (2020)
- iv. Early Years Foundation Stage (2024)
- v. Teachers' Standards July (2021)

2.2 Legislation includes:

- i. The Children Act 1989 and The Children Act (2004)
- ii. Section 5B (11) of the Female Genital Mutilation Act (2003), as inserted by section 74 of the Serious Crime Act (2015)
- iii. The Rehabilitation of Offenders Act (1974)
- iv. Safeguarding Vulnerable Groups Act (2006)
- v. Counterterrorism and Security Act (2015) (and the Prevent Duty guidance)
- vi. The Education Act (2002)
- vii. Education (Independent Academy Standards) (England) Regulations (2014)
- viii. The Academy Staffing (England) Regulations (2009)
- ix. Part 1 of the schedule to the Non-Maintained Special Academies (England) Regulations (2015)
- x. The Equality Act (2010)
- xi. The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)
- xii. The Childcare (Act 2006)
- xiii. Public Sector Equality Duty (2012)
- xiv. Care Act (2014)
- xv. Mental Capacity Act (2005)

2.3 This policy has been devised in accordance with the following legislation and guidance:

- i. [Working Together to Safeguard Children](#) DfE (December 2023)
- ii. [Keeping Children Safe in Education](#) DfE (2024)
- iii. [Working Together to Improve School Attendance, DfE \(2024\)](#)
- iv. [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (Feb 2022)
- v. [What to do if you're worried a child is being abused](#) DfE (March 2015)
- vi. [Information sharing: advice for practitioners providing safeguarding services](#) DfE (May 2024)
- vii. [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (September 2023)
- viii. [The Prevent duty: safeguarding learners vulnerable to radicalisation \(September 2023\)](#)
- ix. [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (January 2020)
- x. [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)
- xi. [Child sexual exploitation: guide for practitioners DfE \(February 2017\)](#)
- xii. [Teaching online safety in school DfE \(January 2023\)](#)
- xiii. [Mental Health and Behaviour in Schools DfE \(November 2018\)](#)
- xiv. [Data protection: toolkit for schools DfE \(April 2024\)](#)
- xv. [Promoting the education of children with a social worker](#) (March 2024)
- xvi. [Preventing youth violence and gang involvement](#)
- xvii. [Criminal exploitation of children and vulnerable adults: county lines](#)
- xviii. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- xix. [Domestic Abuse Act 2021 Statutory Guidance](#) (Home Office April 2023)

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2.4 This policy also observes guidance from Warwickshire Safeguarding (WS)

- i. www.safeguardingwarwickshire.co.uk
- ii. www.warwickshire.gov.uk/children-families/early-help-warwickshire/1

3 Definitions

3.1 **Safeguarding and promoting the welfare of children** is defined in KCSIE (September 2024) as:

- i. providing help and support to meet the needs of children as soon as problems emerge;
- ii. protecting children from maltreatment, whether that is within or outside the home, including online;
- iii. preventing impairment of children’s mental and physical health or development;
- iv. ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- v. promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- vi. taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.

3.2 For the purposes of this policy, the term ‘**safeguarding**’ refers to everything Mill House School does to keep children safe and promote their welfare, including (but not limited to):

- i. supporting students’ health, safety and well-being, including their mental health;
- ii. meeting the needs of children with special educational needs and/or disabilities;
- iii. meeting the needs of children with medical conditions;
- iv. providing first aid;
- v. providing educational visits;
- vi. ensuring intimate care and emotional wellbeing needs are met;
- vii. maintaining a focus on online safety and associated issues;
- viii. ensuring appropriate arrangements are in place to ensure school security, taking into account the local context;
- ix. keeping children safe from risks, harm and exploitation; and
- x. ensuring effective child protection procedures are in place and understood.

3.3 **Child protection** is part of safeguarding and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside of the home, including online.

3.4 **Harassment** is determined legally as behaviour from one person towards at least one other which is intended to cause alarm or distress. Sexual harassment is meant, in the context of this policy, as unwanted conduct of a sexual nature, whether occurring online or offline.

3.5 **Child abuse** is covered by the term ‘significant harm’ And is defined in the Adoption and Children Act 2002 in the following way:

- i. “harm” means ill-treatment or the impairment of health or development
- ii. “development” means physical, intellectual, emotional, social or behavioural development
- iii. “health” means physical or mental health
- iv. “ill-treatment” includes sexual abuse and forms of ill-treatment which are not physical.

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- 3.6 **Significant Harm** is a term used in law that justifies compulsory intervention in family life in the best interests of children. **Assessing Significance** is done by comparing the child's health or development to what could be reasonably expected of a similar child. However, there is no absolute consideration in assessing significant harm.
- 3.7 **Neglect** is a form of abuse and is 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.
- 3.8 **Staff or 'members of staff'** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.
- 3.9 **Child** includes everyone under the age of 18.
- 3.10 **Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.
- 3.11 **Headteacher** - The title: head, headteacher or head of school may also have other titles such as principal. This refers to the senior leader or manager who retains accountability for all safeguarding-related matters within the school or college.
- 3.12 **Victim** is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.
- 3.13 **Alleged perpetrator(s)'** and where appropriate **'perpetrator(s)'**. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.
- 3.14 **Keeping Children Safe in Education** (September 2024) may be abbreviated to KCSIE, 2024.

4 Roles and responsibilities

- 4.1 Safeguarding and promoting the welfare of children is everyone's responsibility. It is the duty of all staff, trustees, governors, volunteers, and visitors to Mill House School to accept and understand their responsibilities for safeguarding and to follow the agreed principles and procedures outlined in this policy read in conjunction with KCSIE 2024.
- 4.2 **Part 2 of KCSIE (September 2024) sets out the responsibilities of governing bodies and all those involved in governance will adhere to this guidance at all times.**
This includes:
- i. working to facilitate a whole school approach to safeguarding, including child on child abuse, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process;

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- ii. ensuring that policies, procedures, and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- iii. ensuring that school has the systems in place to allow children to raise concerns, which are well-promoted, well-understood and easily accessible.

4.3 Governors and the proprietor have strategic responsibility for the standards, including quality of safeguarding provision. It is the responsibility of the governors and proprietor to:

- i. ensure that suitable arrangements are in place within school to satisfy the duties and arrangement as outlines in this policy, including ensuring that there is appropriate staffing with the required time, funding, resources and support;
- ii. ensure, in co-ordination with the Head, that all relevant Senior Managers are capable and competent in their given roles and provided with suitable and sufficient information and instruction;
- iii. maintain strategic oversight of the effectiveness of safeguarding;
- iv. respond to low level concerns or allegations of abuse against Headteacher in line with the Low-Level Concerns and Dealing with Allegations Against Staff in Part 4 of KCSIE 2024.

4.4 The local advisory board and proprietor will:

- i. determine and keep under review the school’s safeguarding policy;
- ii. ensure that an effective organisation is created for the management of safeguarding and child protection concerns;
- iii. ensure that the school promotes the correct attitude towards safeguarding and child protection with staff, volunteers and visitors; and
- iv. monitor and evaluate the effectiveness of the school’s safeguarding practices and procedures.
- v. nominate a Safeguarding governor. This person is Neil Gowling and he can be contacted at n.gowling@millhouseschool.co.uk

4.5 All those involved in governance must attend all relevant induction and annual training. It is the responsibility of all trustees and governors to ensure they have read and understood the KCSIE document (at least Part 1, Part 2 and Annex B) and this policy and have signed a declaration confirming this has been undertaken on appointment and each time the policy and KCSIE are updated.

4.6 The **headteacher is** accountable for the effective safeguarding of children in their school and will:

- i. ensure that this policy and associated procedures, including the use of CPOMS (or other monitoring systems), are understood and adhered to by all staff and take action as necessary if not;
- ii. ensure that staff (including temporary staff) and volunteers are informed of systems and trained in using such systems, that support safeguarding, including this policy, as part of their induction
- iii. allocate sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- iv. support the designated teacher for children in care to promote the educational achievement of any pupils who are children in care of the Local Authority or who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales;
- v. ensure that all staff have the skills, knowledge and understanding necessary to keep children in care and previously children in care safe;

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- vi. ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure;
- vii. ensure that the culture of the school supports the provision of effective pastoral care and early help;
- viii. ensure that staff do everything they can to support social workers when Children’s Social Care become involved;
- ix. ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum;
- x. refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the LADO within one working day prior to any internal investigation;
- xi. ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the LADO;
- xii. undertake the role of a case officer to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made;
- xiii. ensure that all staff are made aware of the named governor for safeguarding and the DSL;
- xiv. promote an environment and culture of safety where students feel safe and listened to; this includes ensuring that the curriculum includes safeguarding and how to keep safe;
- xv. ensure that the role of ‘DSL’ is explicit in the role-holder’s job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent;
- xvi. decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the DSL;
- xvii. organise appropriate cover for the role of DSL for any out of hours/out of term activities;
- xviii. appoint a ‘Designated Teacher for Looked After and Previously Looked After Children’ to promote the educational achievement of children looked after and previously looked after;
- xix. ensure the whistle blowing policy and procedures have been disseminated to all staff and that any allegations against staff are responded to appropriately;
- xx. ensure all recruitment follows the safer recruitment guidance detailed in Part 3 of KCSIE and that a single central record is maintained with details of all members of staff who are in contact with children;
- xxi. respond to allegations of abuse/concerns against all other members of staff and acts as the ‘case manager’ in the event of an allegation of abuse/concerns made against another member of staff or volunteer, implementing the appropriate disciplinary and appeals procedures as required;
- xxii. refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- xxiii. ensure that school staff works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- xxiv. safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- xxv. ensure that children’s social care (from the host local authority or placing authority) have access to the DSL to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per KCSIE (September 2024);
- xxvi. contributes to safeguarding quality assurance activities.

The headteacher will retain accountability for all safeguarding-related matters within Mill House School.

4.7 Designated Safeguarding Lead

- 4.7.1 All schools are required to appoint a member of the senior leadership team as designated safeguarding lead (DSL) to co-ordinate child protection arrangements and to ensure that there are appropriate cover arrangements.

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4.7.2 Key personnel at Mill House School:

The **Designated Safeguarding Lead (DSL)** is Jonathan Morris (Headteacher)

Contact details: email: j.morris@millhouseschool.co.uk

Tel: 01676 478177 or 07494 973915

The **Deputy Designated Safeguarding Leads (DDSL)** are:

Michelle Whittaker (Pastoral Lead)

Contact details: email: m.whittaker@millhouseschool.co.uk

Tel: 01676 478177 or 07494 973915

Claire Fyfe (Executive Headteacher / Proprietor)

Contact details: email: c.fyfe@millhouseschool.co.uk

Tel: 01676 478177

4.7.3 The Designated Safeguarding Lead (DSL) (Link to KCSiE 2024, Annex C)

‘The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children’. (KCSiE 2024)

4.7.4 The DSL is a member of the Senior Leadership Team.

4.7.5 The DSL **should take lead responsibility for safeguarding and child protection** (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder’s job description. This will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. The full responsibilities of the DSL are set out in Annex C, KCSiE (2024).

4.7.6 During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. The DSL can be contacted at the above email address and phone number.

4.7.7 **When the DSL is absent**, the Deputy DSL will cover. If they are not available, a member of SLT will cover. Deputies will be trained to the same standard as the designated safeguarding lead. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

4.7.8 Mill House School recognises the pressures inherent within the role of DSLs and DDSLs, and the demands placed upon them. To preserve staff wellbeing, Mill House School does not expect DSLs or DDSLs to monitor emails, phonelines or CPOMS (child protection recording software) outside of working hours, except during periods of planned school trips or activities. All members of the school community (staff, parents, and students) will be made aware of this expectation. Where staff are not contracted to work outside of termtime, an emergency rota will be in place covering normal working hours during holiday periods but excluding bank holidays and weekends. To promote the safety of children during these times, Mill House

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School will regularly share contact details for statutory and non-statutory support services, including police and children social care, with all members of the school community, including via the school’s website.

4.7.9 **Manage Referral**

The DSL is expected to refer cases:

- i. of suspected abuse and neglect, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service and/or police) and support staff who make such referrals directly;
- ii. to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- iii. support the headteacher with regards to their responsibilities under Prevent duty and provide advice and support on protecting children from radicalisation;
- iv. where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- v. where a crime may have been committed to the Police as required with reference to *When to call the police NPCC - When to call the police* should help understand when to consider calling the police and what to expect when working with the police;
- vi. using the prescribed pro forma/system to Children’s Social Care and the Prevent policing team for a joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so.

4.7.10 **Working with others**

The DSL will:

- i. perform the role of Online Safety Lead;
- ii. act as a source of support, advice, and expertise for all staff on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- iii. provide oversight, support and challenge to DDSLs;
- iv. advise on the response to safeguarding concerns, ensuring that all safeguarding concerns raised by staff are properly assessed, categorised, actioned and resolved, and ensuring that decisions and rationales are clearly recorded;
- v. act as a point of contact with the safeguarding partners, having a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by local authorities and following guidance in line with ‘Working Together to Safeguard Children’ (2023);
- vi. liaise with the Executive Head teacher to inform her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019;
- vii. as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- viii. identify if children may benefit from Early Help;
- ix. liaise with staff and other relevant professionals (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- x. liaise with the senior mental health lead where safeguarding concerns are linked to mental health;
- xi. support the headteacher with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- xii. promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

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- xiii. work with the headteacher and executive headteacher taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement, and achievement at school. This includes:
 - identifying pupils who may benefit from Early Help
 - ensuring that Mill House School knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes
- xiv. attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- xv. develop effective links with relevant statutory and voluntary agencies including commissioning local authorities safeguarding hubs/teams;
- xvi. meets regularly with the safeguarding link governor and/or Chair of Governors to review safeguarding at the school;
- xvii. meet regularly with relevant curriculum leads to share information about emerging trends and ensure that the safeguarding curriculum is meeting the needs of students;
- xviii. meet regularly with the executive headteacher/HR to ensure that safer recruitment practices are in place and effective, including checking that the School’s Single Central Record is maintained in line with statutory guidance;
- xix. contribute to safeguarding quality assurance activities.

4.7.11 Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. The DSL should:

- i. notify Children’s Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan;
- ii. ensure information is kept confidential and stored securely;
- iii. ensure the child protection file is only accessed by those who need to see it and where the file or content within it is shared;
- iv. ensure that parents and carers are informed of the safeguarding procedures by a statement on the school website with access to the policy and procedures on the school website and reminders via newsletters;
- v. take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- vi. ensure the school holds more than one emergency contact number for every pupil/student;
- vii. ensure, where children leave the school ((including in year transfers)) that the child protection file is transferred to the new school or college as soon as possible, and **within 5 school days**;
- viii. ensure files transferred are transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt;
- ix. ensure that, on receiving information, key staff such as the DSL and special educational needs co-ordinator or the named person with oversight for SEND in colleges, are aware as required;
- x. consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school;
- xi. monitor school mobility, and in particular take responsibility for ensuring that those children removed from the school are removed in adherence with LA guidance, ensuring that all reasonable steps are taken to ensure that the child is safe;

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- xii. co-ordinate Mill House School’s contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.

Mill House School uses CPOMs to electronically manage child protection files.

Records should include:

- i. a clear and comprehensive summary of the concern
- ii. details of how the concern was followed up and resolved
- iii. a note of any action taken, decisions reached and the outcome

4.7.12 Raising awareness

The DSL should:

- i. promote a ‘culture of safeguarding’ in which every member of the school community acts in the best interests of the child;
- ii. ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff;
- iii. ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- iv. ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this, i.e., on the school’s website or by other means;
- v. be aware of the requirement for children to have an Appropriate Adult and follow the procedures outlined in searching, screening and confiscation (2022)
- vi. link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- vii. help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff;
- viii. inform the headteacher of any serious safeguarding enquiries, especially under section 47 of the Children Act 1989 and any Police investigations (where the DSL role is not carried out by the headteacher);

4.7.13 Training, knowledge, and skills

The DSL should:

- i. maintain their knowledge engaging and sharing training throughout their time in post;
- ii. revisit their training at least every two years (including Prevent training), and regularly (at least annually) update their knowledge and skills to keep up with any developments relevant to their role;
- iii. maintain a forensic understanding of safeguarding data, including data relating to child-on-child abuse;
- iv. be aware of and up to date with latest national and local guidance and requirements, ensuring this is shared with all key personnel.

Mill House School is dedicated to maintaining our knowledge through accessing Warwickshire’s network meetings and actively engaging with Warwickshire’s integrated training offer. The information is shared with all staff through staff briefings, staff meetings, school policies and the school’s CPD programme in order to support and strengthen our ongoing culture of vigilance.

Training should provide the DSL with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that

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can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children’s social care, so they:

- i. understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
- ii. have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- iii. be aware of and keep up to date with latest national and local guidance and requirements, ensuring this is shared with all key personnel
- iv. understand the importance of the role the DSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- v. understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes
- vi. are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- vii. understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations, and practitioners
- viii. understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- ix. are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- x. can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- xi. obtain access to resources and attend any relevant or update training courses, and
- xii. encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- xiii. ensure records of staff attendance at child protection training are maintained.

In addition to the formal training set out above, the DSL at Mill House School keeps abreast of Safeguarding updates through a range of means including (but not limited to) subscribing to safeguarding newsletters / e-bulletins, reading and digesting safeguarding developments and engaging with DSL forums.

4.7.14 Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

This includes specifically to:

The DSL should:

- i. ensure that all staff can demonstrate an understanding of child abuse, neglect and exploitation and their main indicators, including for children in care (looked after children). Staff can also demonstrate an understanding of wider safeguarding issues (details in Annex B of KCSIE) and the additional vulnerabilities of children with special educational needs and disabilities or those who identify as gender questioning.
- ii. ensure that all staff sign to indicate that they have read and understand the child protection and safeguarding policy; the staff behaviour policy (code of conduct); the behaviour for learning policy; the school’s safeguarding response to children who go missing from education; the role of the DSL (including the

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identity of the DSL and any deputies); and Part 1 and Annex B of Keeping Children Safe in Education 2024 for staff who work directly with children

- iii. ensure that all staff who do not work directly with children have read either Part 1 or Annex A (as appropriate) of KCSIE (2024)
- iv. ensure that all staff understand that if they have any concerns about a child’s welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children’s Social Care
- v. ensure that all staff know how to make a referral as per this policy and have a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted within this policy and in Annex B of Keeping Children Safe in Education (2024), ensuring that all staff receive necessary training, information, and guidance
- vi. understand the unique risks associated with online safety and ensure that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online. This includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring
- vii. understand the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR) in respect of safeguarding children
- viii. liaises with the nominated governor and headteacher (where the DSL role is not carried out by the headteacher) as appropriate
- ix. ensure that they, as the headteacher, are aware of the responsibility under Working Together 2023 to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

4.7.15 Holding and sharing information

The DSL should be equipped to:

- i. understand the importance of information sharing, within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners
- ii. understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- iii. be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping
- iv. ensure that, when a pupil under the age of 18 years leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children’s Social Care, the pupil’s social worker is also informed
- v. consider whether to share any information about a child leaving the school with the receiving school/education provider in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for her/his arrival.

4.8 The Deputy Designated Safeguarding Lead(s)

- 4.8.1 At Mill House School, there are two deputy designated safeguarding leads. The deputies are to be trained to the same standard as the DSL and the role is explicit in their job description. The Deputy DSL will undertake Designated Safeguarding Lead training at least every two years. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

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4.8.2 In the absence of the DSL, the DDSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy designated safeguarding lead will assume all the functions of the DSL as above.

4.9 Staff

4.9.1 All staff play a particularly important role because they are in a position to identify concerns in order to provide help for children. All staff:

- i. have a responsibility to provide a safe environment, where children can learn;
- ii. will be made aware of and should be clear on the school's policy and procedures with regards to safeguarding and child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it;
- iii. will complete mandatory training provided by the school so that they know and understand: how to identify indicators of neglect, harm and abuse and the behaviours associated with these risks; what to do if a child discloses information which is a safeguarding concern (including FGM); what safeguarding systems are in place within the school, including the use of CPOMS for recording concerns, decisions, actions, and outcomes;
- iv. must be aware of who the safeguarding team are;
- v. are responsible for ensuring that they have read and understood key policies such as the Acceptable Use of ICT Policy, Code of Conduct Policy and the Child Protection and Safeguarding Policy. Staff must also regularly familiarise themselves with the key information contained in Annex B of KCSIE 2024 in conjunction with this policy;
- vi. should be prepared to make referrals to the relevant Local Authorities Safeguarding Hub (Warwickshire Front Door) if they are concerned that a child is suffering, or likely to suffer, significant harm and understand the role that they may be expected to play in social care assessments;
- vii. will be encouraged to contribute to the development of safeguarding policy and practice.

4.9.2 **All staff that work directly with children will be provided with a copy of, and must read, Part 1 and Annex B of KCSIE annually** and will receive ongoing training to maintain knowledge and skills including safeguarding roles and responsibilities. Staff that do not work directly with children will be provided with a copy of Part 1 of KCSIE (2024) and must read this document. In either case, all members of staff must sign a declaration confirming they have done this. Schools will make use a variety of methods to assess staff understanding.

5 Recognition and categories of abuse

5.1 All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

5.2 It is important to remember that, for many reasons, children rarely talk about their abuse - children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. Staff need to be vigilant to physical, emotional, sexual, and behavioural signs, which may suggest abuse and neglect and maintain a professional curiosity, so that they can identify cases of children who may require help or protection.

5.3 Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they must speak to Jonathan Morris, Designated Safeguarding Lead (DSL), or seek help and advice from another Designated Person.

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- 5.4 **Abuse and neglect** are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment on others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online and in person, please be aware that they are not mutually exclusive, and children can experience these types of abuse simultaneously. Children may be abused by an adult or adults or by another child or children.
- 5.5 **Physical abuse** 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.
- 5.6 **Emotional abuse** is the **persistent** emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 5.7 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- 5.8 **Neglect is the persistent** failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- i. provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
 - ii. protect a child from physical and emotional harm or danger;
 - iii. ensure adequate supervision (including the use of inadequate caregivers); or
 - iv. ensure access to appropriate medical care or treatment;
 - v. it may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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5.9 Indicators of abuse

A child who is being abused or neglected may:

- i. have bruises, bleeding, burns, fractures, or other injuries
- ii. show signs of pain or discomfort
- iii. keep arms and legs covered, even in warm weather
- iv. be concerned about changing for PE or swimming
- v. look uncared for
- vi. change their eating habits
- vii. have difficulty in making or sustaining friendships
- viii. appear fearful
- ix. be reckless with regard to their own or other's safety
- x. self-harm
- xi. frequently miss school or arrive late
- xii. show signs of not wanting to go home
- xiii. display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- xiv. challenge authority
- xv. become disinterested in their schoolwork
- xvi. be constantly tired or preoccupied
- xvii. be wary of physical contact
- xviii. be involved in, or particularly knowledgeable about drugs or alcohol
- xix. display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development; and/or
- xx. acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

For further information on recognising signs of abuse, please refer to the NSPCC publication [‘Spotting the signs of child abuse’](#).

6 Child-on-child abuse (also known as peer-on-peer abuse)

6.1 Children can abuse other children. This is often referred to as child-on-child abuse and this can happen both inside and outside schools and online. **Staff should understand that, even if there are no reports in their setting, it does not mean it is not happening, it may be the case that it is just not being reported.** As such, if you have **any** concerns regarding child-on-child abuse, you must inform Jonathan Morris, Designated Safeguarding Lead (DSL)/ Headteacher or a Deputy Designated Safeguarding Lead (DDSL) immediately.

6.2 Child-on-child abuse is most likely to include, but may not be limited to:

- i. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ii. abuse in intimate personal relationships between children also known as teenage relationship abuse;
- iii. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- iv. sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- v. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

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- vi. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - vii. consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
 - viii. upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - ix. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
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6.3 All incidences of bullying, including cyber-bullying and prejudice-based bullying **should** be reported and will be managed through the school’s anti-bullying procedures which can be accessed on the school’s website.

6.4 Mill House School recognises the gendered nature of child-on-child abuse (i.e. that is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is totally unacceptable. Any concern or allegation must be referred immediately to Jonathan Morris (DSL) and the Local Safeguarding Children Partnership’s procedures followed, for both the victim and the alleged perpetrator(s). It is especially important that such abuse is not passed off as ‘banter’, ‘part of growing up,’ or ‘having a laugh’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

6.5 Safeguarding incidents and/or behaviours can be associated with factors outside of Mill House School and/or can occur between children outside the school or home. All staff, but especially the Designated Safeguarding Lead (DSL) and all other Designated Persons, must consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Extra-familiar harms take a variety of different forms and children can be vulnerable to multiple harms including , but not limited to, sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

6.6 Children’s social care assessments should consider all such factors, so it is important that settings provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

7 Online Safety

7.1 Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. This includes meeting the DfE’s Filtering and Monitoring and Digital and Technology Standards, including cyber security. Accordingly, the E Safety Policy and associated Acceptable Use Policies are written in line with these standards, in addition to KCSIE (2024) ‘Teaching Online Safety in Schools’ 2019, statutory RSHE guidance 2019 and other relevant statutory and non-statutory guidance. Technology, and the risk and harms associated with it, evolves and change rapidly. The school will carry out an annual review of their approach to online safety, overseen by the DSL.

7.2 The DSL will work with teachers to ensure that online safety is embedded within the curriculum. This will

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include ensuring that the curriculum is inclusive and accessible and reflects the heightened vulnerability of some students online.

- 7.3 Mill House School uses Smoothwall, a filtering and monitoring device used to block inappropriate content and monitor student internet usage on school-owned devices, or any other student device accessing the school network¹. The school Monitoring includes an element of external and human moderation. Smoothwall send immediate ‘real time’ alerts should pupils try to access inappropriate content online, whilst high levels of supervision means that staff concerns are logged directly on to CPOMS and brought to the attention of the DSL. Monitoring does not apply when students access the internet via their own devices and via 3G, 4G and 5G.
- 7.4 The school will teach students about the acceptable use of technology, recognising online risk and ways to stay safe online, including when using personal devices. The school will encourage students to report any incidents relating to harmful content, conduct or contact. Where such incidents are caused by the behaviour of another student, the Behaviour Policy will be applied. Policies in relation to the use of mobile phones and wearable devices by students and staff will be available in school/ on website.
- 7.5 Mill House School will take all reasonable action to limit children’s exposure to online risks from when accessing the IT system. This includes ensuring that school has appropriate filtering and monitoring systems in place and ensuring that their effectiveness is reviewed regularly. This will include considering the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT, along with the proportionality of costs versus safeguarding risks. The appropriateness of filtering and monitoring systems is managed by school, including risk assessments for individuals where necessary.
- 7.6 Where a safeguarding concern for a student relates to online safety, usual safeguarding procedures in relation to responding, recording and reporting will apply. This may lead to the provision of school-based interventions, early help, or referral to the police or the commissioning local authorities safeguarding hub (Warwickshire Front Door.) The response will be overseen by the DSL. More detailed guidance can be found in the E Safety Policy.
- 7.7 The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe online.

8 Sexual violence and sexual harassment

- 8.1 Children’s sexual behaviour exists on a wide continuum (see Hackett Harmful Sexual Behaviour Continuum), ranging from normal and developmentally expected to inappropriate and problematic (problematic sexual behaviour) or abusive and violent (harmful sexual behaviour). Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.
- 8.2 Sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of

¹ Pupil mobile phones and personal electronic devices are not permitted in school.

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children. Sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and are never acceptable. Staff are expected to challenge and report all forms of sexual violence and sexual harassment.

- 8.3 When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:
- i. **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - ii. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - iii. **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- 8.4 Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).
- 8.5 **Sexual harassment** in the context of child-on-child behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Mill House School acknowledges the importance of recognising the nature of identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies and through the curriculum.

- 8.6 **Sexual Harassment** may include:
- i. Sexual comments
 - ii. Sexual “jokes” or taunting
 - iii. Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes
 - iv. Displaying pictures, photos or drawings of a sexual nature
 - v. Up skirting
 - vi. Online sexual harassment, which may include:
 - o Consensual and non-consensual sharing of nude and semi-nude images and/or videos (see E Safety Policy for more information)
 - o Sharing unwanted explicit content
 - o Sexualised online bullying
 - o Unwanted sexual comments and messages, including, on social media
 - o Sexual exploitation; coercion and threats, and
 - o Coercing others in to sharing images of themselves or performing acts they’re not comfortable with online.

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- 8.7 Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
- i. the legal age of consent is 16 so long as both parties have the choice, freedom and capacity to consent;
 - ii. the law states that a child under the age of 13 does not under any circumstances have the legal capacity to consent to any form of sexual activity (Section 5 Sexual Offences Act 2003);
 - iii. any sexual intercourse without consent is a sexual offence;
 - iv. children will be taught about consent through the safeguarding curriculum.

8.8 Minimising the risk of sexual violence and sexual harassment

Mill House School will adopt a whole school approach to safeguarding, creating a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment. All students will receive a strong preventative education programme that will help to create an environment in which all children are supportive and respectful of their peers when reports of sexual violence and sexual harassment are made. The DSL will work with local partner agencies, including police and social care, to ensure that they have a proactive understanding of local protocols for harmful sexual behaviour. The DSL and DDSLs will map out, and know how to access, local specialist support that is available to children who are victims or those displaying harmful sexual behaviour. The DSL will regularly analyse reports of harmful sexual behaviour, to identify and respond to emerging trends at the student or cohort level. This may involve working with relevant curriculum leads to respond proactively to emerging themes. The DSL will make use of a range of quantitative and qualitative student voice information to understand the lived realities of students within school.

8.9 How the school will respond to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

8.10 Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

8.11 When responding to a report of harmful sexual behaviour, DSLs and DDSLs will:

- i. take immediate action to safeguarding and protect the victim, the child displaying harmful sexual behaviour and any other children or staff who may be at risk. Triage the incident using the Brook Traffic Light Tool (trained staff only), guided by the Hackett Continuum of Harmful Sexual Behaviour;
- ii. in the case of reported sexual violence, make an immediate risk and needs assessment. The risk and needs assessment will consider:
 - the victim, especially their protection and support;
 - whether there have been other victims;
 - the alleged perpetrator; and

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- all the other children (and adults, including staff) at the setting, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or future harms;
 - the time and location of the incident, and any action required to make the location safer.
- iii. inform the victim’s parents or carers (unless doing so would place the victim at risk);
 - iv. inform the parents of the child who is alleged to have displayed harmful sexual behaviour (in consultation with police, if necessary);
 - v. consider whether the report will be managed internally, via early help (e.g., for non-violent cases of harmful sexual behaviour), via referral to children social care or to police, ensuring that the response is proportionate;
 - vi. make a referral to children’s social care if a child has suffered, or is at risk of suffering, significant harm or is in imminent danger;
 - vii. report incidents of rape, sexual assault by penetration and sexual assault to the police;
 - viii. balance the victim’s wishes against their duty to protect the victim and other children;
 - ix. offer appropriate specialist support for the victim and the child displaying harmful sexual behaviour;
 - x. do all they reasonably can to protect the anonymity and ongoing safety of all children involved.
- 8.12 Jonathan Morris (DSL) must engage with children’s social care and specialist services, as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the setting’s approach to supporting and protecting their children and relevant information included in the setting’s risk assessment.

8.13 Managing Police Involvement in Case of Harmful Sexual Behaviour

When a report has been made to police, the DSL will:

- i. consult with police and agree what information can be disclosed to staff and others, including the parents of the child who is alleged to have displayed harmful sexual behaviour, and how to protect the victim and their anonymity;
- ii. work closely with the police to ensure that any actions taken by school do not jeopardise the police investigation, but will not wait for an outcome before taking steps to protect all children involved and in the wider school community;
- iii. carefully consider the balance between managing risk and the rights of an unconvicted person, particularly when the police make use of bail conditions;
- iv. continue to offer support to the child who has allegedly displayed harmful sexual behaviour;
- v. update the risk assessment in cases where the police find a child guilty of an offence, to ensure relevant protections are in place, and consider any suitable action in line with the Behaviour Policy;
- vi. continue to support all children involved for as long as is necessary in cases where the police outcome is “no further action”. Disciplinary action can be taken by the school whilst other investigations by children’s social care or police are ongoing. The school will seek to form a conclusion, on the balance of probabilities, about what happened and impose a penalty accordingly. The school will work with partner agencies to avoid prejudicing an investigation and/or subsequent prosecution by the action taken.

8.14 Ongoing Management and Support for Children

When safeguarding and supporting the victim, the DSL will:

- i. empower the victim to retain as much control of the process as possible;
- ii. enable the victim, if they wish, to continue their normal routine;
- iii. explore and offer a range of internal and external specialist support, if required;
- iv. ensure that staff are sensitive to the potential needs of the victim;

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- v. avoid taking action to isolate the victim, in particularly from supportive peer groups, but work with victims to consider adaptations to the school timetable if this is in line with their wishes;
- vi. provide all necessary support to the victim to remain in the school but support the wishes of the victim and their family if their preference is to consider alternative provision or alternative schools.

8.15 When safeguarding and supporting the child who has allegedly displayed harmful sexual behaviour, the DSL will:

- i. seek to identify and respond to any unmet needs;
- ii. consider and manage any risks posed to other children;
- iii. support the child to prevent re-offending and address any underlying trauma that may be causing their behaviour;
- iv. implement a comprehensive safeguarding management plan to support the child to have continued access to education. This may involve working with other schools or providers of alternative provision.

8.16 The DSL will conduct regular reviews of all incidents of harmful sexual behaviour, to ensure that incidents have been recorded and responded to correctly, and that all children have received appropriate support.

8.17 Mill House School will respond to reports in accordance with Part 5 of *Keeping Children Safe in Education 2024*. Schools may also find it useful to refer to the peer-on-peer abuse toolkit available at <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf>.

9 Contextual safeguarding

9.1 Safeguarding incidents and/or behaviours can be associated with factors both outside children’s home environments and outside school or college; and/or can occur between children outside the school or college. The DSL, deputy DSLs and all staff **will consider the context** within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider wider environmental factors present in a child’s life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and will share intelligence with the Police in order to prevent children suffering harm. The school will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children’s Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse.

10 Child criminal exploitation

10.1 **Child criminal exploitation (CCE)** is a form of child abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity:

- i. in exchange for something the victim needs or wants; and/or
- ii. for the financial advantage or increased status of the perpetrator(s) or facilitator; and/or
- iii. through violence or the threat of violence.

10.2 The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

10.3 Some of the following can be indicators of CCE:

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- i. children who appear with unexplained gifts or new possessions
- ii. children who associate with other young people involved in exploitation
- iii. children who suffer from changes in emotional well-being
- iv. children who misuse drugs and alcohol
- v. children who go missing for periods of time or regularly come home late
- vi. children who regularly miss school or education or do not take part in education.

11 **Child Sexual Exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

11.1 CSE can affect any child or young person (male or female) under the age of 18 years. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and may happen without the child or young person’s immediate knowledge (e.g., through others sharing or copying videos or images of them (which they may have created and posted on social media)).

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

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

11.3 The school teaches children about consent and the risks of sexual and criminal exploitation in the `PSHE, RSE and safeguarding curriculum. A common feature of sexual and criminal exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim.

11.4 All staff are trained to report all concerns about CSE and CCE to the DSL immediately. Mill House School will follow procedures outlined by the LA when responding to concerns about child exploitation. This will include making use of available screening tools to identify and respond to potential risks.

12 County Lines

12.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of “deal line”.

12.2 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

12.3 ***If you have any concerns that a child might be at risk of or involved in county lines, you must inform Jonathan Morris, Designated Safeguarding Lead (DSL)/the Head Teacher or another Designated Person as a matter of utmost urgency.***

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13 Radicalisation and extremism

- 13.1 All schools are subject to a statutory duty under section 26 of the [Counter-Terrorism and Security Act 2015](#) (the CTSA 2015), and the statutory [Prevent Guidance 2015](#), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent Duty**.
- 13.2 The Prevent Duty Guidance requires schools to:
- assess the local risk of extremism;
 - work in partnership with local safeguarding partners, the police and the local Prevent co-ordinator;
 - train staff, ensuring that all staff complete Prevent training at least every three years;
 - implement ICT policies to protect children online ensuring appropriate levels of filtering and monitoring. More information can be found in the E Safety Policy.
- 13.3 Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior or argue against the primacy of democracy and the rule of law in our society.
- 13.4 **Extremism** is defined in the Counter-Extremism Strategy 2015 as the vocal or active opposition to fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- 13.5 **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 13.6 **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 13.7 Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the DSL is responsible for the school's strategy for protecting children from those risks.
- 13.8 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology or vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:
- peer or family pressure
 - bullying
 - being a victim or perpetrator of crime
 - anti-social behaviour
 - family tensions
 - hate crime
 - lack of self-esteem or identity; or
 - personal or political grievances.
- 13.9 Similarly, the process of radicalisation is unique for each individual and can occur through many different methods (such as social media and the internet) and settings (such as within the home).

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- 13.10 Mill House School is committed to ensuring that all pupils benefit from a broad and balanced curriculum that prepares them for life in modern Britain. Fundamental British Values underpin all aspects of the education and curriculum offered to pupils.
- 13.11 School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern. If there is an immediate danger to the life of the individual or others, then call 999.
- 13.12 Advice and guidance may also be sought from the designated Prevent Officer(s) (Geoff Thomas) geoffthomas@warwickshire.gov.uk or Telephone: 101.

For further information on extremism and radicalisation, including Channel, see Appendix 2.

14 Serious violence

- 14.1 All staff are made aware of the range of risks factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. All staff should be aware of the associated risks and understand the measures in place to manage these. For more information, please refer to Home Office (2013) [Preventing youth violence and gang involvement Practical advice for schools and college.](#)

15 Children with increased risk factors

- 15.1 Mill House School recognises that whilst all children should be protected, some groups of children are more vulnerable to abuse and neglect than others. All staff will be made aware of the potentially heightened vulnerability of the following student groups. Key staff will be made aware of potentially vulnerable students, on a need-to-know basis. DSLs will put in place mechanisms facilitate additional monitoring of students identified as vulnerable. This may include implementing additional school-level interventions, working with partner agencies to provide early help, or referring to statutory or specialist services, if required.
- 15.2 Pupils at Mill House School have a disability, special educational needs and/or mental health needs increasing their vulnerability, and as such, special consideration is required.
- 15.3 Additional consideration will be given to children who are:
 - i. young carers
 - ii. affected by parental substance misuse, domestic abuse and violence or parental mental health needs
 - iii. asylum seekers
 - iv. looked after by the Local Authority, otherwise living away from home, or were previously looked after
 - v. in receipt of support and services from a social worker
 - vi. vulnerable to being bullied, or engaging in bullying behaviours
 - vii. living away from home or in temporary accommodation
 - viii. living transient lifestyles
 - ix. living in chaotic and unsupportive home situations
 - x. vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality

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- xi. at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- xii. at risk from or are involved with serious violent crime
- xiii. do not have English as a first language
- xiv. at risk of female genital mutilation (FGM)
- xv. at risk of forced marriage
- xvi. at risk of being drawn into extremism
- xvii. is at risk of honour-based abuse (HBA), such as female genital mutilation (FGM) or forced marriage
- xviii. is an asylum seeker.

15.4 This list provides examples of additionally vulnerable groups and is not exhaustive. Additional consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

15.5 Children with special educational needs and disabilities

Mill House School fully recognises the importance of awareness around additional vulnerabilities of children with special educational needs (SEN) and disabilities, or certain medical or physical health conditions and the additional safeguarding challenges children can face both on and offline. All staff will be made aware of the additional barriers that can exist when recognising abuse and neglect in this group, including:

- i. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability or mental health issues without further exploration;
- ii. Pupils being more vulnerable to peer group isolation/social thinning than other pupils;
- iii. the potential for children 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 and/or
- iv. cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in or the consequences of doing so. The DSL will liaise closely with the SENCO following any reports of abuse relating to children with SEND and consider extra pastoral support. Further information can be found in the Mill House School’s SEND Policy.

15.6 Children who are lesbian, gay, bi, or trans (LGBT)

Children who are, or are perceived to be, LGBT can be targeted by other children. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will be mindful of the additional barriers that may face children who are LGBT and will seek to build trusted relationships with students and provide a safe space for them to speak out or share their concerns. LGBT inclusion is embedded within Health Education, Relationship Education and Relationship and Sex Education. In school the named person for LGBT support and guidance is Michelle Whittaker and their role is promoted in the school inclusive ethos.

15.7 Children in Care (Looked after children and previously looked after children)

15.7.1 All staff must be aware of the issues regarding safeguarding for children in care or those previously in care. Mill House School will ensure that staff have the skills, knowledge and understanding to keep children in care and children previously in care safe. In particular, they will ensure that:

- i. appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements;

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- ii. the DSL has details of social workers and relevant virtual school heads;
- iii. Mill House School has a Designated Teacher, who is responsible for promoting the educational achievement of children in care, or those previously in care in line with statutory guidance; and
- iv. the designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

15.7.2 As part of their role, the designated teacher will:

- i. work closely with the DSL to ensure that any safeguarding concerns regarding children in care previously in care are quickly and effectively responded to; and
- ii. work with virtual school heads to promote the educational achievement of children in care previously in care, including discussing how pupil premium plus funding can be best used to support children in care, or those previously in care and to meet the needs identified in their personal education plans.

15.8 Children with a social worker and those who previously needed a social worker

15.8.1 Pupils may need a social worker due to safeguarding or welfare needs. This may be due to abuse and/or neglect and/or complex family circumstances. Mill House School recognise that a child’s experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and positive mental health. Mill House School will work with the local authority and external agencies to ensure there is effective support for this group of children. Local authorities should share the fact that a child has a social worker, and the DSL will hold and use this information to ensure that decisions can be made in the best interest of the child’s safety, welfare and educational outcomes. This information will inform decisions about safeguarding and promoting welfare (including the provision of school and/or pastoral support) and will be taken into account when making decisions which may increase the level of risk to a child (e.g., suspensions or permanent exclusions). In such circumstances, school will work with partner agencies to identify and mitigate risks, wherever possible.

15.9 Elective Home Education (EHE)

15.9.1 Whilst Mill House School recognises that many home educated children have an overwhelmingly positive learning experience, this is not the case for all. This can mean some children are less visible to services that are there to keep them safe and supported in line with their needs. All staff will encourage parents to send their children to school to embrace the benefits of being a part of the school community, particularly those who are vulnerable. Under no circumstances will school attempt to pressure or encourage a parent to home educate. Where an expression of interest for EHE is made, the school will inform the local authority immediately.

15.9.2 All pupils at Mill House School have an EHCP; therefore, the local authority will need to review the plan, working closely with parents and carers. If at any stage safeguarding concerns are identified, these will be referred to the Local Authority’s Safeguarding Hub (Warwickshire Front Door) without delay, in line with the procedures outlined above.

15.10 Children Requiring Mental Health Support

15.10.1 All staff must be aware that mental health problems can, in some cases, be an indicator that a child has

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suffered or is at risk of suffering abuse, neglect or exploitation. This can have a lasting impact throughout childhood, adolescence and into adulthood.

15.10.2 While only appropriately trained professionals should attempt to diagnose a mental health problem, staff are well placed to observe and identify children whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

15.10.3 If you have any concerns about a child's mental health, you must inform Jonathan Morris, Designated Safeguarding Lead (DSL)/ Head Teacher or another Designated Person as a matter of utmost urgency. For more information, please refer to Department for Education (2018) Mental health and behaviour in schools Public Health England (2021) Promoting children and young people's emotional health and wellbeing: a whole school and college approach.

15.10.4 Mill House School will also make use of a range of internal and external interventions to support students experiencing mental health problems.

15.11 Children who are absent from their education

15.11.1 All staff should be aware that children being absent from education for prolonged periods of time and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. This may include abuse and neglect, which may include child sexual and child criminal exploitation - particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child becoming persistently absent or becoming a child missing in the future. Staff should be aware of our school attendance policy, which provides details on the procedures for addressing persistent and severe absence from school.

For more information refer to our Attendance Policy and Child Missing from Education Policy.

16 Responding to abuse

16.2 If a member of staff, parent or member of the public is concerned about the safety or welfare of a child, they should report it to the DSL as soon as possible. If the DSL is not available, it should be reported to the deputy safeguarding lead/s immediately. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from commissioning local authorities' children's social care.

16.3 Should any member of staff suspect or has evidence of child abuse or is concerned that a child may be at risk of imminent danger, must notify the DSL or a DDSL immediately and in person. A referral must be made if a child may be suffering or at risk of suffering harm. Whilst the DSL or a DDSL should ideally make the referral, anyone can make a referral to children's social care, and if appropriate, the Police. If anyone other than the DSL makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

17 Responding to a disclosure

17.1 If a child chooses to confide in you, disclosing any form of abuse, it is important to recognise that the child has placed you in a position of trust and you should be supportive and respectful of the child. The most

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important thing to do is to listen attentively without asking any leading questions, otherwise, a later investigation may be compromised. The child must tell their own story in their own time.

17.2 When responding to a disclosure from a child, staff will:

- i. allow the child to speak freely;
- ii. remain calm and avoid displaying emotion;
- iii. accept what is being said;
- iv. offer reassurance that what has happened is not their fault;
- v. stress that it was the right thing to tell;
- vi. never promise a child they will not tell anyone;
- vii. listen, only asking questions to clarify – do not investigate;
- viii. not criticise the alleged perpetrator;
- ix. at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- x. explain what has to be done next and who has to be told;
- xi. reassure the victim that they are being taken seriously and they will be supported and kept safe.

17.3 Reporting and recording

All staff and volunteers receive guidance on the procedures to report safeguarding concerns upon induction and receive regular updates. Following a concern or disclosure, staff will:

- xii. make an immediate verbal report of the concern or disclosure in person to the DSL/ DDSL (for immediate priority cases);
- xiii. submit a written record on CPOMs or, at the earliest opportunity, providing sufficient information and context for the DSL/DDSLS to assess the information. In the case of supply teachers, visitors or volunteers, the **record of concern form² / Form C (Green Form)** and hand it to the headteacher/DSL.
- xiv. All reports must be submitted within 2 hours of the concern/disclosure, or by the end of the working day (4pm) whichever is sooner.

Information disclosed by a child must not be discussed with any member of staff, other than Jon Morris (DSL), or in their absence, another Designated Safeguarding Person.

17.4 The DSL/DDSLS will then:

- i. maintain a confidential record of all comments, actions, and observations. Records will be uploaded on to CPOMs with secure and restricted access to key staff authorised by the DSL, or Headteacher.
- ii. seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL or the DDSLS will contact the parent in the event of a concern, suspicion or disclosure. However, if the DSL or the DDSLS believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the commissioning Local Authority's Safeguarding Hub (Warwickshire Front Door)
- iii. decide on the most appropriate course of action. Options will include:
 - o managing any support for the child internally via the school's own pastoral support processes;
 - o an Early Help Pathway Assessment; or
 - o a referral for statutory services where the child is, or might be, in need or suffering or likely to suffer

² Green Forms are available from the school office.

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significant harm.

18 Making a referral

- 18.1 If the DSL or the DDSL believes that “a child is experiencing or may have already experienced abuse or neglect” or “is at risk of suffering significant harm” either now or in the future, then the DSL must act in accordance with the policies, procedures, guidance and protocols of the Local Safeguarding Children’s Partnership.
- 18.2 All child protection referrals should be made to the commissioning local authorities MASH, or in the case of Warwickshire Local Authority, Children and Families Front Door, by completing a Multiagency Contact (MAC) form and submitting it. If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.
- 18.3 If anyone other than the Designated Safeguarding Lead makes the referral, they must inform Jonathan Morris (DSL) as soon as possible (unless by doing so would place a child at risk of significant harm or prejudice a criminal investigation.)
- 18.4 Warwickshire Safeguarding Children’s Board has published a local thresholds document [‘Spectrum of Support’](#) to clarify the threshold for action / intervention including referral to children’s social care. All Designated Persons should be familiar with this document and must refer to this document when considering making a referral.
- 18.5 The local authority will decide within 1 working day of a referral about what course of action to take and will inform the referrer of the outcome. **The DSL or person who made the referral must follow up with the local authority if this information is not made available**, and ensure outcomes are properly recorded. If, after a referral, the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves. All escalations must be recorded on CPOMS.
- 18.6 In the event of serious incidents, the Headteacher/DSL should notify the Chair of the Local Advisory Board and Executive Headteacher/Proprietor.

19 Early Help

- 19.1 Mill House School recognises that providing timely early help is more effective in promoting the welfare of children than reacting later. All staff should be prepared to identify children who may benefit from early help. DSLs are accountable and responsible for ensuring the identified needs of children are acted upon early; without delay and as soon as the problem emerges which may be at any point in a child’s life.
- 19.2 The DSL / DDSL will generally lead on liaising with other agencies and setting up an interagency assessment as appropriate. Staff may be required to support, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed.

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19.3 We recognise that any child can be the victim of abuse and may benefit from early help. However, the school recognises that staff should be particularly alert to the potential need for early help for a child who:

- i. is disabled or has certain health conditions and has specific additional needs
- ii. has special educational needs (whether or not they have a statutory Education, Health, and Care Plan)
- iii. has a mental health need
- iv. is a young carer
- v. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- vi. is frequently missing/goes missing from care or from home
- vii. is at risk of modern slavery, trafficking, sexual or criminal exploitation
- viii. is at risk of being radicalised or exploited
- ix. has a family member in prison, or is affected by parental offending
- x. is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- xi. is misusing alcohol and other drugs themselves
- xii. has returned home to their family from care
- xiii. is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- xiv. is a privately fostered child, and
- xv. is persistently absent from education.

19.4 The DSL will maintain a list of students who the school has identified to be at potential risk, including those with a social worker, and ensure that relevant staff are aware and that these students are monitored closely and supported to achieve the best possible outcomes. This will include children in care (looked after children, or previously looked after children), or those who have special educational needs or disabilities.

20 Relationship, sex education curriculum

20.1 Through the curriculum, staff will ensure that children receive a preventative education that teaches them how to keep themselves and others safe, including online, and prepares them for live in modern Britain. This includes creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence and harassment.

20.2 Through regularly timetabled lessons, students receive an inclusive, age and stage appropriate Health Education, in addition to Relationships and Sex Education for secondary pupils. Key messages are reinforced throughout the curriculum and staff will receive training to support them in the delivery of the curriculum. Schools will use a variety of methods to meet the needs of vulnerable children, including children who are victims of abuse, and children with special educational needs or disabilities. The curriculum will explore issues such as:

- i. Healthy and respectful relationships
- ii. Boundaries and consent
- iii. Online safety
- iv. Stereotyping, prejudice and equality
- v. Body confidence and self-esteem
- vi. How to recognise an abusive relationship, including coercive and controlling behaviour
- vii. The concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion,

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harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and

- viii. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

More information can be found in the Part five, KSCIE 2024 and schools PSHE and RSE Policies.

21. Safer working practice

21.1 **All staff work to create and embed a culture of openness, trust and transparency**, in which the values and expected behaviour (as set out in the Staff Code of Conduct Policy) are constantly lived, monitored and reinforced by all staff.

21.2 **All staff must act with professionalism at all times.** To reduce the risk of unsafe or harmful practice, safer working practice training should be included in annual training days and staff should be familiar with the Staff Code of Conduct Policy, E Safety Policy, Acceptable Use of ICT Policy and Safer Recruitment Consortium document *Guidance for safer working practice* for those working with children and young people in education settings (February 2022).

21.3 The Governors and senior leaders will ensure that this policy is adhered to by:

- i. ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others through effective training;
- ii. empowering staff to share any low-level safeguarding concerns;
- iii. addressing unprofessional behaviour and supporting the individual to correct it at an early stage; and
- iv. providing a responsive, sensitive and proportionate handling of such concerns when they are raised; and
- v. helping to identify any weakness in the school’s safeguarding system.

21.4 **Staff must adhere to the Staff Code of Conduct Policy all times.** In the event of any concerns or allegations, the school will deal with them promptly, in line with local guidance and KCSIE 2024.

21.5 Staff use of personal mobile phones and wearable device

- i. Staff will limit such use to times when students are not present. Staff members’ personal phones will remain on silent or switched off in their bags, cupboards or out of sight during contact time with students. Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- ii. The General Data Protection Regulation and Data Protection Act 2018 will be adhered to when taking and storing photos and recordings for use in the school.
- iii. The school has additional guidance for mobile phone and wearable devices within the Code of Conduct including reference to visits/trips. This is to be followed, and staff should familiarise themselves with this. If in any doubt clarity can be sought from the Headteacher/ SLT/DSL.

21.6 **Safeguarding concerns that do not meet the harm threshold (low level concerns)** In the event that there is a safeguarding concern about a member of staff, guidance outlined in Part 4, Section 2 of KCSIE (September 2024) will be adhered to. The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no

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

- i. is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- ii. does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

21.6.2 It is essential that low level concerns are reported. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. School will act quickly, proportionately and appropriately in the event of a low-level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of the school from potential false allegations or misunderstandings. Staff will receive training about what may constitute a low-level concern. More information can be found in Part four of KCSIE (September 2024).

21.7 Reporting low level concerns

21.7.1 Low-level concerns should be reported to the Headteacher in line with the Staff Code of Conduct / Whistleblowing Policy. All low-level concerns should be recorded in writing using the *pro forma* 'Logging A Concern about the behaviour of an adult who works with children' also known as the 'Yellow Form.' . The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. All forms should be **passed directly to the headteacher.**

21.7.2 The headteacher may:

- i. Speak directly to the person who raised the concern (unless it has been raised anonymously).
- ii. Speak to the individual involved and/or witnesses. The Head will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken.

21.7.3 Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within the school are identified, the school will either:

- i. take action through our disciplinary procedures;
- ii. refer behaviour to the local authority designated officer/s where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- iii. revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again. The school will retain information about low-level concerns until the member of staff is no longer employed by the school.

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21.8.1 **Inappropriate behaviour by staff towards students is unacceptable.** Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. Other examples of inappropriate behaviour can be found in the Staff Code of Conduct Policy. Such offences will be handled in line with the KCSIE Part four.

21.8.2 Adults working or volunteering for, or on behalf of, the school must not have sexual relationships, or engage in any form of communication which could be interpreted as sexual, with any child or student (including those aged 18 or over). More information can be found in the Staff Code of Conduct Policy.

21.8.3 **The School recognises the possibility that adults working in the organisation may harm children, including governors, volunteers, supply teachers, agency staff and contractors.**

21.9 **Allegations that may meet the harms threshold, guidance in KCSIE (Part four)** should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- i. behaved in a way that has harmed a child, or may have harmed a child;
- ii. possibly committed a criminal offence against or related to a child;
- iii. behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- iv. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

21.9.2 This includes behaviour or incidents that have occurred in and outside of the school. Staff who are concerned about the conduct of a colleague towards a student may worry that they have misunderstood the situation and may wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of the child is paramount. The school’s **Whistleblowing Policy and Staff Code of Conduct** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

21.9.3 **If a concern or allegation of abuse arises against any person working or volunteering on the school site** (other than the headteacher), this must be reported to the headteacher immediately and not discussed directly with the person involved. This includes supply staff, volunteers and anyone working in or on behalf of the school, whether paid or unpaid. Alternatively, staff are able to report the concern through the **Whistleblowing Procedure** or directly to the Local Authority Designated Officer LADO. Further detail is provided on the Warwickshire Safeguarding Website.

21.9.4 **The Headteacher should consider if the concern or allegation meets the threshold for LADO intervention.** Allegations against staff relating to a position of trust issue will be referred to the LADO within 24 hours. If a child has suffered or may have suffered abuse or harm, a MASH (Warwickshire) Front Door referral will also be made, and the police will be contacted if necessary. A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed had they not resigned.

21.9.5 **If an allegation is made relating to an incident that happened when an individual or organisation was** using the school premises for the purposes of running activities for children, the school will follow the same

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safeguarding policies and procedures, including informing the LADO.

21.9.6 Concerns or complaints against the Headteacher must be reported to the Executive Headteacher/Proprietor who will contact the LADO and whose contact details are displayed in the school office and on the school website. The contact information for reporting is made clearly visible to all professional working in the school. The Headteacher reinforces accountability and transparency through induction, ongoing training and effectively modelling the application of professional standards.

21.9.7 Concerns or complaints about the Proprietor should be referred directly to the Local Authority Designated Officer (LADO).

21.9.8 Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

21.9.9 Staff may also report concerns about suspected abuse or neglect directly to Children’s Social Care or the Police if they believe direct reporting is necessary to secure action to safeguard children.

21.9.10 **Staff can also contact the Local Authority Designated Officer, (LADO)** who is responsible for the co-ordination of responses to allegations against people who work with children. The LADO contact details are displayed on the safeguarding noticeboard in the staff room.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or email [It help@nspcc.org.uk](mailto:help@nspcc.org.uk). Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

The NSPCC whistleblowing helpline and contact numbers for Children’s Social Care, the Police and LADO are all displayed in the staff room and staff toilet.

22 Staff training

22.1 Mill House School is committed to continuous professional development and all staff undergo rigorous and ongoing safeguarding training. We strive to ensure that staff fully understand their safeguarding responsibilities, that training promotes a culture of safeguarding and equips staff with the skills to identify any signs of possible abuse, neglect, harm and exploitation. The training must also include, amongst other things, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

22.2 All staff at Mill House School will receive appropriate safeguarding and child protection training (including online safety and whistleblowing procedures) at induction. In addition, all staff will receive regularly updated child protection and safeguarding training and thematic updates to include online safety as required and at least termly, via email, e-bulletins, weekly 7-minute briefings, and staff meetings and INSET days), to continue to provide staff with requisite skills and knowledge to safeguard children effectively in line with statutory requirements and any requirements of the local safeguarding partnership. Further information about all of these concerns is available in Annex B of KCSIE (2024)

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- 22.3 All staff will have training on the government’s anti-radicalisation strategy Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This should be renewed every three years, or more frequently depending on the school’s Prevent Risk Assessment.
- 22.4 Teachers and support staff as relevant to their role will receive training to ensure that they can manage behaviour effectively to ensure a good and safe educational environment and they should have a clear understanding of the needs of all students.
- 22.5 Contractors and volunteers will receive appropriate training, as applicable. The DSL will verify the quality of the training and if necessary, reinforce messages through sharing resources with individuals.
- 22.6 **The DSL and Deputy DSLs**
The DSL and Deputy DSLs will undertake Designated Safeguarding Lead training at least every two years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training and online safety training.
- 22.7 All governors receive safeguarding and child protection (including online safety) training at induction. This includes, amongst other things, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Training is regularly updated. Training is focussed on equipping them with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.
- 22.8 In the event that a governor has been unable to attend the annual safeguarding training sessions by the specified date for completion, their position as a governor will be reviewed by the Chair of Governors in discussion with the Head teacher.
- 22.9 An annual record of training will be maintained, by Harriet Rawlings.

23 Safer recruitment

- 23.1 Mill House School aims to ensure that we do our utmost to employ only ‘suitable’ staff and allow only ‘suitable’ volunteers to work with children by complying with the requirements of **Keeping Children Safe in Education 2024** together with the school’s and the Warwickshire Safeguarding [Safer Recruitment procedures](#).
- 23.2 Schools are ‘specified places’ which means that the majority of staff and volunteers will be engaged in Regulated Activity. A fuller explanation of Regulated Activity can be found in Part 3 of **Keeping Children Safe in Education 2024** and in Annex E.
- 23.4 The headteacher (and/or other school leaders as appropriate) and the proprietor will attend safer recruitment training, and the school will ensure that at least two school leaders who have attended safer recruitment training within the past three years. In addition, at least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, KCSIE (2024), and will be in line with local safeguarding procedures.

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- 23.5 The school obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.
- 23.6 The school maintains a Single Central Record (SCR) of recruitment checks undertaken and ensures that the record is maintained in accordance with Part 3 of **KCSiE 2024** and guidance issued by the Local Authority.
- 23.7 The school checks the identity of all contractors and their staff on arrival at the school and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred list checks are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

24 Supervision

- 24.1 All DSL's and Deputy DSL's who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

25 Single Central Record

- 25.1 The **SCR** will be overseen and directly managed by the Headteacher/ DSL with the support of the Executive Headteacher. Joint audits will be conducted half-termly, by the Headteacher and Executive Headteacher. It is the responsibility of the School Secretary within the school to maintain the information on the single central record.
- 25.2 The details of an individual should be removed for the SCR once they no longer work for the school. For further information about DBS checks, please refer to Part Three, KCSIE 2024 and Safer Recruitment training resources.

26 Confidentiality and Information sharing

- 26.1 Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Mill House School has clear powers to share, hold and use information for these purposes. The General Data Protection Regulation (GDPR) does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between Mill House School, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. If staff are unsure whether information should be provided, advice should be sought from the guidance Information Sharing 2024, Data Protection Officer.
- 26.2 Mill House School adheres to the Data Protection Act 2018 (DPA) and the General Data Protection Regulation (GDPR, 2018) which places duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- 26.3 **Sharing information with parents:**
- i. Mill House School will ensure the Safeguarding and Child Protection Policy is available publicly on the school's website.

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- ii. Where appropriate, staff will discuss any concerns about a child with the child’s parents. The Designated Safeguarding Lead (DSL) will normally do this in the event of a concern, suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.
- iii. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team through Front Door before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

26.4 **Consent:** The Data Protection Act 2018 introduced ‘safeguarding’ as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2, 18; Schedule 8, 4). All relevant information can be shared without consent if to gain consent would place a child at risk, or where it is not possible to gain consent. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe.

26.5 As with all data sharing, appropriate organisational and technical safeguards are in place and will be adhered to when processing safeguarding and child protection information.

26.6 **When considering whether, or not, to share safeguarding information (especially with other agencies), staff will record who they are sharing that information with and for what reason. If we have taken a decision not to seek consent from the data subject and/or parent that should also be recorded within the safeguarding file.**

- 26.7 All staff in school will be made aware of their duties in relation to Data Protection and safeguarding, particularly in respect of confidentiality. This includes the following:
- i. Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests.
 - ii. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
 - iii. Timely information sharing is essential to effective safeguarding.
 - iv. Information must only be shared on a ‘need-to-know’ basis, but consent is not required to share information if a child is suffering, or at risk of, serious harm.

27 Records and transferring files

27.1 All safeguarding concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing and all information should be kept confidential and stored securely. If in doubt about recording requirements staff should discuss this with the DSL.

- 27.2 When a child has made a disclosure, the member of staff/volunteer should;
- i. record as soon as possible after the conversation, using CPOMS;
 - ii. not destroy the original notes in case they are needed by a court (this includes notes taken by the member of staff);
 - iii. record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
 - iv. Use a CPOMS body map to indicate the position of any injuries if relevant; and
 - v. record verbatim statements and observations within records, rather than interpretations or assumptions.

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- 27.3 All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.
- 27.4 The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- 27.5 Records will include:
- i. a clear and comprehensive summary of the concern;
 - ii. details of how the concern was followed up and resolved; and
 - iii. **a note of any action taken, decisions reached and the outcome.**
- 27.6 Confidential information and records will be held securely and only available to those who have a right or professional need to see them. We will hold records in line with the records retention schedule.
- 27.7 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. The transfer will take place as soon as possible, and within 5 days for an in-year transfer and within 5 days of the start of a new term. Confirmation of receipt will be obtained. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- 27.8 When receiving child protection files for new students, the DSL will ensure that key staff (such as the Head, Pastoral Lead, SENCO) are aware, as required.
- 27.9 The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 is in place to protect the personal information of individuals. It does not prohibit information about children being shared with specific authorities if it is for the purposes of safeguarding children and individuals at risk. Information that could be relevant to keeping a child safe should be shared so that informed decisions can be made about a child's welfare. We have a duty of care for our students and safeguarding is of utmost importance to us. GDPR does not 'trump' safeguarding. Processing safeguarding data is necessary for compliance with our legal obligation to which Mill House School is subject. Therefore, consent is not needed for the effective sharing of safeguarding information between Mill House School and relevant authorities.
- 27.10 Upon receipt of any request regarding direct access to school documentation on a Child Protection file, the Headteacher and DSL will be informed, and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.
- 27.11 Any external individual or organisation contracted by the school to work with students must report any child protection incidents or disclosures from students to the Headteacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the Mill House School' child protection and safeguarding policy.

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28. Site Lettings

- 28.1 The proprietor does not hire or rent out school facilities/premises to organisations or individuals. The school is however aware of the aware of the statutory guidance below.
- 28.2 Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.
- 28.3 When services are provided under the direct management of the school, Mill House school’s safeguarding and child protection procedures apply. If this is not the case the school must seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as required) and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Providers will be asked to adhere to the requirements of [Keeping children safe in out-of-school settings](#).
- 28.4 Safeguarding arrangements must be included in any transfer of control agreement (such as letting or hire agreement). Failure to comply with this would lead to termination of the agreement.
- 28.5 The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

29 Complaint’s procedure

- 29.1 At Mill House School, our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by the headteacher, the executive headteacher/proprietor and members of the local advisory board. All complaints are taken seriously and will be dealt with without delay. For further information, see our ‘Complaints Policy.’

Complaints which escalate into a child protection concern will automatically be managed under the school’s child protection procedures and policy

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Appendix 1

Further information on categories of abuse and concern

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Domestic Abuse Act 2021

The Act introduces the first ever statutory definition of domestic abuse and recognises children as victims of domestic abuse in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different relationships are captured, including ex-partners and family members. Statutory obligations to victims of domestic abuse are afforded to children too. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be 'personally connected' (as defined in section 2 of the 2021 Act.)

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

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when Police attend any incident of domestic violence or abuse in any household in which a pupil of the school lives, the headteacher and the Deputy Designated Safeguarding Lead will receive a confidential and secure email on the morning of the next school day, notifying them simply that there has been an incident and that the child may need support. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Operation Encompass does not replace statutory safeguarding procedures.

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Where appropriate, Jonathan Morris (DSL) must make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the [Operation Encompass](#) website.

[Refuge](#) runs the **National Domestic Abuse Helpline**, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time for a call, from the team, can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC – Domestic abuse](#)
- [Refuge – Support for children](#)
- [Safelives – Spotlight](#)

Adolescent to parent violence and abuse (APVA)

There is currently no legal definition of adolescent to parent violence and abuse. However, it is increasingly recognised as a form of domestic violence and abuse and, depending on the age of the child, it may fall under the official definition of domestic violence and abuse, outlined below.

It is important to recognise that APVA is likely to involve a pattern of behaviour. This can include physical violence from an adolescent towards a parent and a number of different types of abusive behaviours, including damage to property, emotional abuse, and economic/financial abuse. Violence and abuse can occur together or separately. Abusive behaviours can encompass but are not limited to, humiliating language and threats, belittling a parent, damage to property and stealing from a parent and heightened sexualised behaviours. Patterns of coercive control are often seen in cases of APVA, but some families might experience episodes of explosive physical violence from their adolescent with fewer controlling, abusive behaviours. Although practitioners may be required to respond to a single incident of APVA, it is important to gain an understanding of the pattern of behaviour behind an incident and the history of the relationship between the young person and the parent.

So-called ‘honour based’ abuse (HBA) also known as honour-based violence (HBV)

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Honour based abuse can take many forms, including threatening behaviour, assault, rape, kidnap, abduction, forced abortion, forced marriage, threats to kill, false imprisonment and practices such as breast ironing. Murders in the name of ‘so-called’ honour, (often called honour killings) are murders in which predominantly women are killed for actual or perceived immoral behaviour that is deemed to have brought shame on the family, examples include dressing or behaving too westernised, falling in love with somebody not chosen by their family, rejecting forced marriage or being LGBTQ. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other

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safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children’s Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit on 020 7008 0151 or via email at fmufco.gov.uk for advice as necessary.

Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Female genital mutilation

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for cultural or other non-therapeutic reasons. It is an illegal.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) places a statutory duty upon teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must make a direct report this to the police non-emergency number 101. This is known as **mandatory reporting**.

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>. A referral will also be made to Children’s Social Care.

If staff have a concern that a child/ young person may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern. The DSL will discuss the concern with Children’s Social Care with a view to making a referral and will inform the Police as appropriate.

Indications that FGM may already have taken place may include a child:

- i. having difficulty or looking uncomfortable when walking, sitting, or standing.
- ii. spending longer than normal in the bathroom or toilet due to difficulties urinating.
- iii. spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- iv. having frequent urinary, menstrual or stomach problems.
- v. having prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl’s return.
- vi. being reluctant to undergo normal medical examinations.
- vii. confiding in a member of staff without being explicit about the problem due to embarrassment or fear.
- viii. talking about pain or discomfort between her legs.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties, there must be a choice. Forced marriage is a crime. Since 2023, it has also been a crime for a person to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

When responding to concerns regarding Forced Marriage, advice can be sought from the [Forced Marriage Unit](#): Telephone - (0) 20 7008 0151 Email - fmufcdo.gov.uk

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Breast Ironing/Flattening

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Breast ironing is a form of physical abuse. Staff or volunteers worried about the risk of breast ironing should report their concerns to the DSL immediately, who will make a referral to the commissioning local authorities Safeguarding Hub (or Warwickshire's Front Door.)

If staff or volunteers are concerned that a student is in immediate danger, they should contact the police immediately by calling 999.

The DSL will contact the Foreign and Commonwealth Office if the student has been taken abroad:
Telephone – 020 7008 1500

Private fostering arrangements

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 the child has a disability*) 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. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

*A close relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents, or cousins.

On admission to the school, we will take steps to verify who has parental responsibility for the child and the relationship of the adults accompanying the child who is being registered.

Private fostering occurs in all cultures including British culture and a private fostering arrangement may start at any age.

Whilst most privately fostered children are appropriately supported, looked after, and remain safe and well, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect; have been trafficked; are sexually or criminally exploited; or suffer modern-day slavery.

Parents and private foster carers both have a legal duty to inform Children's Social Care in the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Schools have a mandatory duty to report to Children's Social Care in the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

School staff **should** notify the DSL when they become aware of or suspect private fostering arrangements. The DSL lead will speak to the family of the child involved to check that they are aware of their duty to

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inform the LA. The school will also fulfil its duty to inform the local authority of the private fostering arrangement.

Other specific safeguarding issues

Child trafficking and modern slavery

Child trafficking and modern slavery are child abuse. Many children are trafficked into the UK from other countries like Vietnam, Albania and Romania. Children are also trafficked around the UK.

Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

sexual exploitation

benefit fraud

forced marriage

domestic slavery, like cleaning, cooking and childcare

forced labour in factories or agriculture

committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and maybe sexually exploited.

For further information, click on the following hyperlink to the [NSPCC website: Child trafficking](#)

Hate crime

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity. These aspects of a person's identity are known as 'protected characteristics'.

A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

If you suspect that a child is, or is likely to become, a victim or perpetrator of hate crime, you must inform Jonathan Morris, Designated Safeguarding Lead (DSL)/ Head Teacher or another Designated Person as a matter of utmost urgency. For further information, see [Hate crime](#) on the CPS website or the [True Vision](#) website.

Online porn

Children and young people can access porn online very easily. Whether by accident – website pop-ups and misleading links or because they are actively searching – it is important to help children understand the impact porn can have on them and their relationships.

Studies have shown that when children and young people are exposed to sexually explicit material, they are at greater risk of developing:

- i. unrealistic attitudes about sex and consent;
- ii. more negative attitudes towards roles and identities in relationships;
more casual attitudes towards sex and sexual relationships and an increase in 'risky' sexual behaviour;

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iii. unrealistic expectations of body image and performance.

The impact porn can have on a child depends on several factors including:

- i. the age and gender of the child
- ii. the type of porn that is being viewed
- iii. how often they are watching porn
- iv. what their relationships are like at home and with their friends
- v. existing beliefs and values on sex and relationships.

For further information, see our 'E safety Policy' and/or click on the following hyperlink to the [NSPCC website: Online porn](#)

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Appendix 2

Further information on extremism and radicalisation, including Channel

Mill House School acknowledges its duty under section 26 of the [Counter-Terrorism and Security Act 2015](#), (the CTSA 2015) to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. In meeting our obligations, we:

- i. ensure all staff successfully complete appropriate training on Prevent, in accordance with their roles and responsibilities, that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and know where and how to refer children for further help
- ii. assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This is based on an understanding, shared with partners, of the potential risk in the local area. Mill House School has completed an internal risk assessment/action plan concerning the Prevent duty, which includes consideration of key vulnerabilities arising from the local neighbourhood. For further information, please refer to our ‘Prevent Risk Assessment’.
- iii. protect children from being drawn into terrorism, by having robust safeguarding policies in place to identify children at risk, and intervene, as appropriate. We will consider the level of risk to identify the most appropriate referral, which could include Channel or children’s social care, for example.
- iv. teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of children and prepares them for the opportunities, responsibilities and experiences of life. We also place a strong emphasis on the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- v. set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.
- vi. ensure our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Partnership.
- vii. ensure children are safe from terrorist and extremist material when accessing the internet on our site, including by establishing appropriate levels of filtering and monitoring.

[Educate Against Hate](#), is a website designed to support and equip senior leaders, staff and parents with information, tools and resources (including on the promotion of fundamental British values) to help identify and address risks and build resilience to radicalisation in young people.

For further information on Prevent duty guidance, please refer to HM Government (April 2021) [‘Revised Prevent Duty Guidance: for England and Wales’](#) and Department for Education (2015) [‘The Prevent duty: Departmental advice for schools and childcare providers’](#)

Channel

Channel is a voluntary, confidential support programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- i. identifying individuals at risk.

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- ii. assessing the nature and extent of that risk.
- iii. developing the most appropriate support plan for the individuals concerned.

Channel may be appropriate for anyone vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism and before they become involved in criminal terrorist-related activity.

The police co-ordinate Channel activity by requesting relevant information from panel partners about a referred individual. Depending on the nature of the referral, the partners may include, but are not limited to, representatives from the following groups:

- i. Border Force
- ii. Children’s and adult’s services
- iii. Early Help services
- iv. Housing
- v. Home Office Immigration (Immigration Enforcement, UK Visas & Immigration)
- vi. Local safeguarding arrangements
- vii. Local authority safeguarding managers (adult and/or children)
- viii. NHS
- ix. Prisons
- x. Probation providers
- xi. Social workers
- xii. Schools, further education colleges and universities
- xiii. Youth offending services.

The police will use this information to make an initial assessment of the nature and extent of the vulnerability, which the person has. The information will then be presented to a panel which will include the Local Authority Chair and the police, alongside other members (identified above), as determined by the nature of the referral and assessment.

The success of the programme is very much dependent on the co-operation and co-ordinated activity of partners. It works best when the individuals and their families fully engage with the programme and are supported consistently. An individual’s engagement is entirely voluntary at all stages.

For further information on preventing radicalisation and Channel, please refer to HM Government (2021) [‘Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism Statutory guidance for Channel panel members and partners of local panel’](#)

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Appendix 3 Making a safeguarding referral for children – local authority contact details

Warwickshire Local Authority

Making a Safeguarding Referral for Children:

Before making a referral - please take a look at the [Spectrum of Support document](#) to decide whether your concerns require a referral to Children’s Social Care.

For urgent concerns - if you have an urgent child protection concern and need to get in touch with us, call **the Front Door** on **01926 414144**.

Lines are open:

- Monday to Thursday - 8.30am – 5:30pm
- Friday - 8.30am – 5:00pm

You will then need to complete and return a [Multi-Agency Contact Form \(MAC\)](#) and send via email to the Front Door team:

Please email - TriageHub@Warwickshire.gov.uk

Out of hours - if you need to get in touch out of usual office hours, please contact the Emergency Duty Team immediately on **01926 886922**.

Emergencies - if you think that a child is at immediate risk, contact the police immediately on **999**.

Non-urgent concerns - complete the [Multi Agency Contact Form](#) and send to the email address stated above.

Local Authority Designated Officer (LADO) Referrals

Only professionals can make LADO referrals (not parents or carers).

To refer to the LADO, you will need to complete a [Position of Trust MARF \(DOCX, 1.53 MB\)](#) and sent it to lado@warwickshire.gov.uk

The LADO should acknowledge your referral within 24 hours of receipt. If you have not heard back within 2 working days, contact the LADO office on **01926 745376**.

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Coventry Local Authority

Making a Safeguarding Referral for Children:

If you suspect that a child is either experiencing or at risk of harm in the first instance:

- Please contact **Coventry MASH** on: 024 7678 8555 during office hours Monday – Friday (8:30am – 5pm Mon-Thurs and 8:30am – 4:30pm Fridays).
- Please contact the **Emergency Duty Team** on: 024 7683 2222 outside of these hours.
- If you believe that there is an immediate risk of harm to a child or young person, contact the Police.

Local Authority Designated Officer (LADO) Referrals

If the criteria for referral is met, you have a responsibility to report the allegation or concern to the Local Authority Designated Officer by completing this **online reporting form**.

LADO contact information

Use the direct LADO email should you require advice or further guidance directly from LADO (please note this inbox is monitored 8:30am – 5pm Monday to Thursday, and 8:30am – 4:30pm Fridays)

- **LADO** – 02476 975483 or email lado@coventry.gov.uk

(Monitored 8:30am – 5pm Monday to Thursday, and 8:30am – 4:30pm Fridays)

Staffordshire Local Authority

Making a Safeguarding Referral for Children:

If you suspect that a child is either experiencing or at risk of harm in the first instance:

- Please contact **Staffordshire Children’s Advice and Support (SCAS)** on: 0300 111 8007 during office hours Monday – Friday (8:30am – 5:00pm Mon-Thurs and 8:30am – 4:30pm Fridays).
- Please contact the **Emergency Duty Service** on: 0345 604 2886 outside of these hours or email: eds.team.manager@staffordshire.gov.uk
- Non-emergency – call Staffordshire police on 101
- If you believe that there is an immediate risk of harm to a child or young person, contact the Police on 999.

Local Authority Designated Officer (LADO) Referrals

If the criteria for referral is met, you have a responsibility to report the allegation or concern to the Local Authority Designated Officer.

LADO contact information

Use the direct LADO email staffordshire.lado@staffordshire.gov.uk

LADO – 0300 111 8007 (located within the MASH)

Birmingham Local Authority

Making a Safeguarding Referral for Children:

If you suspect that a child is either experiencing or at risk of harm in the first instance:

- Please contact **Children's Advice & Support Service (CASS)** on: 0121 303 1888 during office hours Monday – Friday (8:45am – 5:15pm Mon-Thurs and 8:45am – 4:15pm Fridays).
- Please contact the **Emergency Duty Team** on: 0121 675 4806 outside of these hours.
- If you believe that there is an immediate risk of harm to a child or young person, contact the Police.

Local Authority Designated Officer (LADO) Referrals

If the criteria for referral is met, you have a responsibility to report the allegation or concern to the Local Authority Designated Officer by completing the [LADO Referral and Advice Form](#)

LADO contact information

Use the direct LADO email should you require advice or further guidance directly from LADO (please note this inbox is monitored 8:30am – 5pm Monday to Thursday, and 8:30am – 4:30pm Fridays)

- **LADO** – 0121 675 1669 or email ladoteam@birminghamchildrenstrust.co.uk

Solihull Local Authority

Making a Safeguarding Referral for Children:

If you suspect that a child is either experiencing or at risk of harm in the first instance:

- Please contact **MASH** on: 0121 788 4300 option 2 during office hours (8:45am – 5:20pm Mon-Thurs and 8:45am – 4:30pm Fridays).
- Please contact the **Emergency Duty Team** on: 0121 605 6060 (evenings, weekends or bank holidays).
- Please complete a [MARF Form](#)
- Non-emergency – call the police on 101
- If you believe there is an immediate risk of harm to a child or young person, contact the Police on 999.

Local Authority Designated Officer (LADO) Referrals

- **Solihull LADO can be contacted on 0121 788 4310**